



2015
Self Evaluation Report of
Educational Quality and Institutional
Effectiveness in Support of
Reaffirmation of Accreditation

29 Cougar Court
Taft, CA 93268
www.taftcollege.edu

Taft College

**Self Evaluation Report of Educational Quality and Institutional Effectiveness
in Support of Reaffirmation of Accreditation**

Submitted by

**West Kern Community College District
29 Cougar Court
Taft, CA 93268**

Submitted to

**Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges**

July 2015



Students enjoy a break in Taft College's quad during a fundraising event.

Certification of the Self Evaluation Report

To: Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges

From: Taft College
29 Cougar Court
Taft, CA 93268

Date: July 15th, 2015

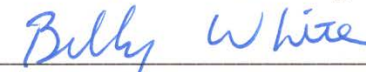
This Self Evaluation Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad campus participation in the Report preparation, the Board of Trustees has read the Report and was involved in the self evaluation process, and we believe the Report accurately reflects the nature and substance of this institution.

Signed:



Dr. Dena Maloney, Superintendent/President



William (Billy) White, President, Board of Trustees



Dr. Eric Bérubé, Institutional Research Coordinator/Accreditation Liaison Officer



Tony Thompson, President, Academic Senate



Velda Peña, President, California School Employees Association



Adam Hightower, Student Representative

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Introduction

Since its last accreditation self evaluation in 2009, Taft College has continued to change in important ways while also continuing to meet the learning needs of a diverse and growing community of learners. Some of the ways Taft College has changed include the completion of several facilities projects: the science building modernization, the courtyard modernization, the new STEM lab/horticulture modular, a new maintenance/operations facility building, Technical Arts building modernization and new art gallery, a new Center for Independent Living complex, and the dormitory complex modernization. Other facilities projects are planned, including a new Campus Center with Bookstore and Café, a new state-of-the-art Vocational Center, modernization of the gymnasium facility, and construction of new field sports facilities. Other important changes include the hiring of a new Superintendent/President in 2012, hiring a new Vice President of Instruction in 2013, hiring a new Vice President of Student Services in 2013, the creation and filling of an Executive Vice President of Administrative Services position in 2013, and the creation and filling of a Dean of Instruction-Grants position also in 2013. Of course, the College also added many new faculty and saw many faculty leave through retirements. All of these facilities and personnel changes have added to the dynamic and exciting atmosphere at Taft College.

In addition to changes in facilities and personnel, there were also changes in enrollment patterns and student demographics, though these changes were not distributed equally among on-campus, distance learning, and Taft College's Westside Energy Services Training and Education Center (WESTEC) off-campus facility. Although Taft College's total Full-Time Equivalent Students (FTES) increased from 2,604 in academic year 2008-2009 to 2,668 in 2013-2014, its total on-campus headcount increased from 3,938 to 4,289 and its distance learning headcount (including students enrolled in both distance learning and on-campus courses) increased from 1,494 to 1,832 during that same period. The lack of growth in the corresponding total FTES came from a reduction in the count of students enrolled at the WESTEC facility due to a drop in demand for oilfield workers.

Since 2008-2009, Taft College's student population has continued to become more ethnically diverse with Hispanic students making up 47 percent and White students making up 38 percent of the population in 2008-2009 and changing to 54 percent and 32 percent, respectively, by 2013-2014. To accommodate these changes in population demographics and needs, Taft College offers 47 Associate Degrees and 48 Certificates in a wide range of areas supported by a broad array of student support services. The

College's most recent degree offering is an Associate of Arts-Transfer Degree in Anthropology, which was approved in May, 2015.

History of Taft College

Taft Junior College was established on August 30, 1922 as part of the Taft Union High School District. Classes were first held on the high school campus. The school title officially became Taft College on July 1, 1954, and in September of 1956 a separate campus opened in the current location at 29 Cougar Court (formerly Emmons Park Drive) adjacent to the high school. The West Kern Junior College District was formed in an election on June 19, 1962 and became operative on July 1, 1963. Two years later the Maricopa Unified District was annexed to the West Kern Junior College District. The District's name was changed to the West Kern Community College District (WKCCD) on July 1, 1971.

The WKCCD is a single-college-district under the guidance of a five-member Board of Trustees. The chief executive officer is the Superintendent/President of the District. Taft College is located in the City of Taft in the southwestern corner of the San Joaquin Valley, about 30 miles west of the population center of Bakersfield. The District contains 735 square miles and is composed of the school districts of Taft, Midway, McKittrick, Elk Hills, the Taft Union High School District, and the Maricopa Unified District. The population of the WKCCD was about 27,000 people as of the 2010 census.

Major Developments since Last Self Evaluation

Taft College has had several major developments since its last self evaluation in fall 2009:

- Completion of Numerous Facilities Projects
 - Science Modernization late 2009/early 2010. This project consisted of a complete remodel of interior and exterior spaces. The approximate square footage of the project was 12,000 sq. ft. The project modernized the existing Science and Math laboratories and classroom spaces. The building also houses the Campus Main Distribution Frame for all phone and data servers.
 - Courtyard Modernization 2010. As part of the campus water management component in the Geology and Hydrology analysis, improvements were required for the main campus courtyard, a space surrounded by Administration, Student Services, Instructional buildings, and the cafeteria. The effort was made to improve the space for staff and student use and design it within the guidelines of water management. All campus planters and grass areas adjacent to buildings are now contained planters capturing the irrigation and providing proper direct drainage to the campus storm drain system. The courtyard modernization project provides an outdoor amphitheater, open and private spaces for staff and student interaction, along with a water feature that displays a sculpture of the college's mascot.
 - STEM Lab– Horticulture 2010. The STEM Lab used grants from the STEM Grant received by the College to provide a Horticulture component to the campus. A small modular lab was purchased and installed adjacent to the Science Building. The STEM building has direct access to a greenhouse.

- Maintenance and Operations late 2010/early 2011. The new Taft College Maintenance and Operations facility is approximately 20,000 sq. ft. of maintenance shop and offices. It also includes buildings used for grounds, custodial, and storage. The construction also reorganized the transportation component of the campus.
 - Technical Arts Modernization late 2011/early 2012. This project included reconstruction and modernization of 10,000 sq. ft. of classrooms and labs. The project also included the construction of a school art gallery and improvements to the surrounding site add stairs, ramps and self-contained landscape planters.
 - The Center for Independent Living 2013. The complex includes 32 learning labs, a 2,600 sq. ft. student lounge (which includes a laundry facility), and an 11,500 sq. ft. Administration/ Classroom building to support the Center for Independent Living program. Along with this construction came the redesign of the entire main campus parking lot and Cougar Court (formerly Emmons Park Drive) which is no longer a through street. The road now terminates with a traffic circle near the Library allowing for safer vehicular and student foot traffic on campus.
 - The Ash Street Dorm Modernization project 2014. The original dorms were constructed in 1982 and were in need of a major renovation. With the funds allocated for this project the college modernized the interior restrooms and took care of space utilization items. The site was upgraded to provide compliance with current ADA regulations and safety concerns.
 - Construction began April 2015 on the STEM Modular project. This project will be located between the Ash Street Dorms and the Childcare Facility and will include (2) 48x40 Division of State Architect (DSA) Classroom labs; (1) 36x40 DSA Office; and (1) 12x40 DSA Restroom. The project is estimated to be complete and ready by spring 2016.
 - The Student Center expected start date is fall, 2015. It will be located where the existing T-Dorms are to provide direct access to the recently remodeled campus Courtyard and Wildcat Way. This location offers both student access from campus as well as community street access from Wildcat Way which will allow the building to be used not only by the students of Taft College but by the community of Taft, as well. The Student Center will integrate a new kitchen, dining facility, student commons, and bookstore under one roof. The project will include site work adjacent to the new building to connect the existing campus courtyard to the west, the dorms to the south, and the street front to the east. Outdoor dining and lounge areas will allow the building to have an open flow between the interior and exterior spaces and provide more square footage for student use.
- New Administration
 - New Superintendent/President 2012. After a comprehensive nationwide search and thorough selection process, Dr. Dena Maloney was selected to serve as Taft College's Superintendent/President starting in May, 2012. Dr. Maloney previously served as the Assistant Superintendent/V.P. of Canyon Country Campus and Economic Development at College of the Canyons in Santa Clarita, California.

- New Vice President of Instruction 2013. Formerly the Dean of Career and Technical Education (CTE) at Umpqua Community College in Roseburg, Oregon, Mr. Mark Williams accepted the position of Vice President of Instruction in May, 2013. Mr. Williams brought eight years of experience as a college administrator and 12 years as a faculty member in Computer Science.
- New Vice President of Student Services 2013. Ms. Darcy Bogle began her new role as Vice President of Student Services at Taft College in December, 2013. Ms. Bogle was previously the Coordinator of Counseling/Matriculation at Taft College, beginning her career at Taft College in 2007.
- New Dean of Instruction-Grants, 2013. The previous position of Associate Dean of Instruction was reclassified into a new position titled Dean of Instruction-Grants and was filled by Ms. Agnes Eguaras in November, 2013. Ms. Eguaras brought four years of experience with grant-related activities from her former position as Director of Basic Skills at Antelope Valley College in Lancaster, California.
- New Executive Vice President of Administrative Services 2013. The former position of Vice President of Administrative Services was reclassified into the new position titled Executive Vice President of Administrative Services and was filled by Mr. Brock McMurray in July, 2013. Mr. McMurray previously served as the Vice President of Student Services at Taft College for seven years and prior to that served as the Dean of Student Services at Taft College for seven and a half years.

- Changes in Faculty and Staff

- The following table presents the differences in counts of faculty and staff between fall 2009 (Taft College’s last accreditation site visit) and fall 2014 along with a column showing percent change. Complete college employee demographics for fall 2014 are shown in the “Staff Demographics” section of this Report.

Table: Count of Faculty and Staff by Term

Category	Fall 2009	Fall 2014	% Change
Administrator	6	5	-16.7
Faculty Tenure	52	54	3.8
Faculty Adjunct	61	80	31.1
Classified	165	161	-2.4
Total	284	300	5.6

- As shown in the table above, there has been little change in the counts of administrators, tenured faculty, and classified staff between the two terms. The largest change has been in the addition of adjunct faculty to teach the corresponding larger number of students. Of course, there have been numerous retirements and new hires within all of the categories.

- Changes in Board of Trustees

Taft College has a five-member Board of Trustees whose members are elected at large from the District voters. Since its last accreditation site visit in fall 2009, three new Board of Trustees members out of the five total have been elected. Listed in order from longest serving to shortest, Taft College’s Board of Trustees currently consists of the following members:

Billy White (President): August 2002

- Businessman, Construction Consultant
- Past Member, West Side Recreation & Park District (12 Years)
- Board Member, Taft Sportsmen's Club & Jr. Division
- Member, Taft Oildorado General Board
- Taft Union High School, Class of 1973
- Graduate, IBEW #428, Four-Year Apprenticeship Program

Kal Vaughn (Secretary): January 2008

- Businessman, West Coast Construction & Mechanical, Inc.
- TC Graduate
- Member, Taft City School District Board, 1992- 2008
- California Schools Board Association Delegate Assembly
- Member, WESTEC Board of Directors
- Member, Independent Oil Producers Agency

Michael Long: December 2010

- Businessman, Publisher Taft Independent Newspaper
- Founding President, Friends of the TC Library
- Board Member, Taft Community Gardens
- Past Member, WKCCD Citizens' Oversight Committee

Dawn Cole: April 2010

- Human Resources Administrator
- Healthcare and Public Agency Professional Background
- B.S. Organizational Management, University of Laverne
- M.B.A. with Management & Leadership Emphasis, University of La Verne
- Board Member, Chevron Valley Credit Union
- Member, Soroptimist International of Taft (1996-2012)

Emmanuel Campos: May 2014

- Businessman, Monarch Fleet Services & Automotive
- Past Member, WKCCD Citizens' Oversight Committee
- Member, Kiwanis Club of Taft
- Taft Union High School, Class of 1998
- UC Berkeley Hass School of Business, Class of 2002

- Changes in Committees

- The Governance Council (GC), 2011: In fall 2011, the Planning Council was reorganized and split up into the Governance Council and two subcommittees of the Governance Council-the Budget Committee (BC) and the Strategic Planning Committee (SPC). The Governance Council serves as the shared decision making body of the College; encourages participation of all members of the College community in the college governance process; ensures a flow of communication and the sharing of information within the Governance Council and among all segments of the College community; provides processes for the link between budgeting and planning to ensure that the budget supports student learning and Taft College's Strategic Plan; identifies governance subcommittees and taskforce committees to report to the Governance Council as needed; develops criteria for ranking program plan proposals; reviews program plan proposals; and ranks program plan proposals and recommends to the Superintendent/President which proposals should be funded.
- The Budget Committee is charged with monitoring budgetary issues: informing the Governance Council of available resources for new positions and programs: providing the Governance Council with the costs of

- proposed projects: and informing the Governance Council regarding budgetary issues.
- The Strategic Planning Committee oversees the strategic planning process; facilitates long-term strategic planning, including but not limited to the integration of the Educational Master Plan (EMP), Facilities Plan, Safety Plan, and Technology Plan; assesses program plans and program goals for consistency with Taft College's Strategic Action Plan (SAP) and strategic goals; monitors and reports on strategic indicators; and monitors compliance with Accreditation and serves as the Accreditation Steering Committee core during comprehensive site evaluations.
 - The Access Committee's charter states that the committee will provide decision support related to access to educational opportunities to the community of learners served by Taft College, provide effective enrollment management, consider new programs/certificates or when following the discontinuation policy, assess educational pathways from high school to other two-year or four-year institutions, develop and manage the Student Equity Plan.
 - The Student Success Committee reviews and analyzes college student success data; develops broad, comprehensive strategies for improving student success; analyzes and understands the common barriers and momentum points that students experience; uses data to identify patterns of demand to inform schedule building to support student goal completion; and, in conjunction with the Access Committee, forms a workgroup to complete the Student Success Plan.
 - The Campus Safety and Security Committee was created in the wake of an incident at the local high school. This committee serves as the central focal point to examine campus security and safety issues and responsibilities; provides a forum for input from all campus constituents and helps ensure integrated safety and security programs, procedures, rules, and laws are followed; receives input on safety issues; investigates current crime trends and current campus safety and security issues; develops new policies and procedures on campus safety and security; analyzes past safety and security events for potential improvement; and provides safety and security recommendations including campus training opportunities.
- New Educational Master Plan, Mission Statement, and Strategic Plan
 - New Educational Master Plan, 2014: Taft College completed a new ten-year Educational Master Plan which was approved by the Governance Council in spring 2014. The Educational Master Plan identifies five strategic areas for recommendations: (1) Student Learning and Success; (2) Student Access; (3) Business, Industry, and Community; (4) Facilities and Infrastructure; and (5) Institutional Planning and Effectiveness. The Educational Master Plan serves as the foundation for all other Taft College planning documents and is the central reference point for program plans and reviews, Student Learning Outcomes (SLO), and resource allocation.
 - Revised Mission Statement, 2014: Keeping with the three-year cycle that began in fall 2008 and with input from the entire Taft College community, the College's Mission Statement, which includes the Vision, Mission, and Values,

was evaluated, revised, and approved by the Board of Trustees in the fall 2014 semester. The Mission Statement guides all short-term and long-term planning at Taft College.

- New Strategic Action Plan, 2014: Completed in fall 2014, Taft College's three-year Strategic Action Plan was developed to implement the recommendations in the Educational Master Plan. Like the Educational Master Plan, the Strategic Action Plan was developed with broad input from the College community. It lays out the objectives, actions, specific measures, responsible persons, and timelines for implementing each goal.

- Largest Completions-Openings Gaps for Kern County
- Growing and Declining Occupations and Industries in Kern County

Service Area Data

In the spring of 2014, Taft College completed its ten-year Educational Master Plan. Contained within that document are, among other things, numerous "external scan" tables and figures including:

- Gender counts and percentages for Kern County
- Age counts and percentages for Kern County
- Race counts and percentages for Kern County, State, and Nation
- Educational Attainment for Kern County
- Top Languages Spoken at Home in Kern County
- Count of Kern County Households by Size and Type (Related vs. Not Related)
- Median Household Income by Race and Age in Kern County
- Median Household Income by Household Type
- Average Earnings and Unemployment Rates by Industry for Kern County
- Top Employers for Kern County
- Top Program Completions for Kern County



Students take advantage of the opportunity to learn STEM skills in one of Taft College's recently renovated physical sciences labs.

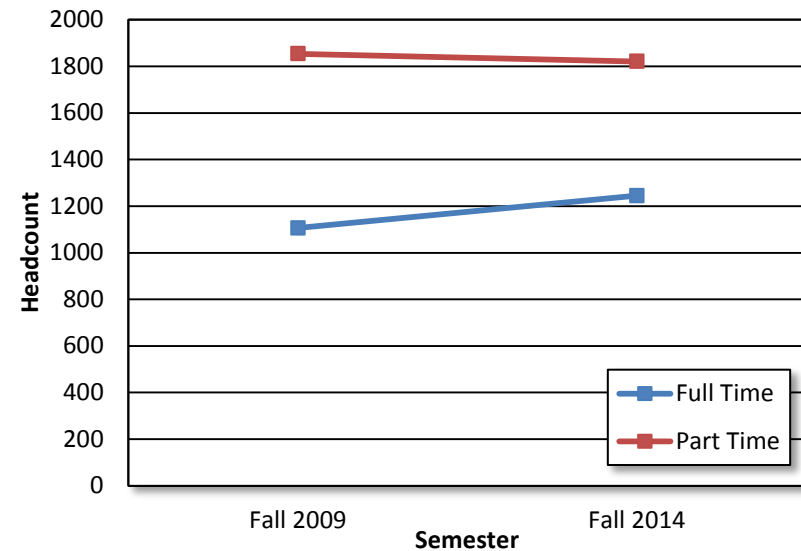
Student Demographics

This section presents student demographic profiles for on-campus and distance learning in fall 2009 (Taft College's last accreditation site visit) and fall 2014. Student demographic variables include part-time/full-time status, on-campus/distance learning status, gender, age, race, educational goal, major, and city of origin. Demographics for WESTEC students are given in the section describing off-campus sites and programs.

Table: Part-Time or Full-Time Status by Term

Status	Fall 2009		Fall 2014	
	N	%	N	%
Full Time	1106	37.4	1245	40.6
Part Time	1854	62.6	1821	59.4
Total	2960	100.0	3066	100.0

Figure: Part-Time or Full-Time Status by Term

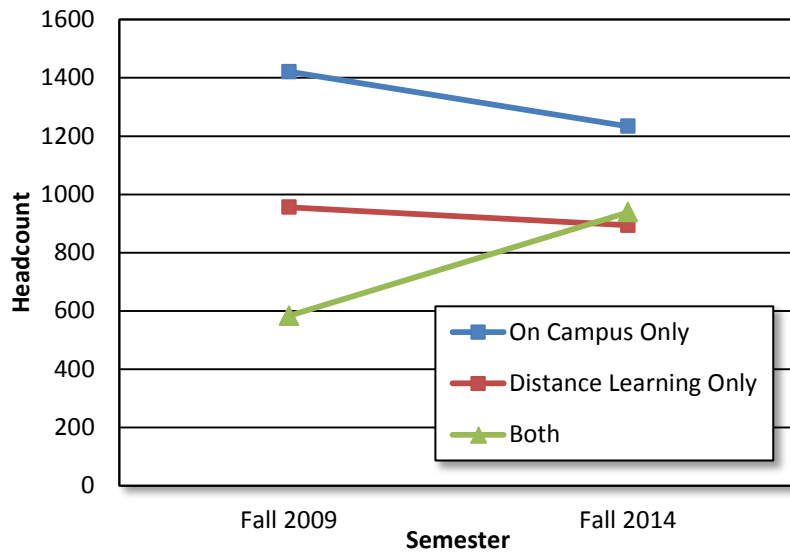


Between fall 2009 and fall 2014, part-time students declined slightly in number and as a percentage of the whole from 62.6 percent to 59.4 percent. On the other hand, full-time students increased by about three percent from 1,106 students to 1,245 students.

Table: On-Campus or Distance Learning by Term

Location	Fall 2009		Fall 2014	
	N	%	N	%
Taking On Campus Only	1421	48.0	1234	40.2
Taking Distance Learning Only	956	32.3	894	29.2
Taking Both OC and DL	583	19.7	938	30.6
Total	2960	100.0	3066	100.0

Figure: On-Campus or Distance Learning by Term

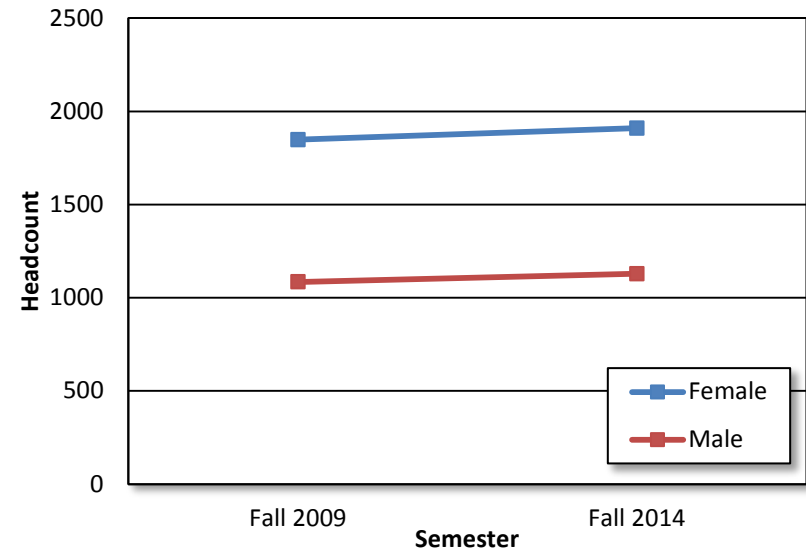


Since fall 2009, Taft College has continued to observe an increasing trend in the percentage of students taking both on-campus and distance learning courses. Students are supplementing their on-campus course schedule with an online course or two to accelerate the time to complete their educational goals. This trend has been observed since the early 2000s.

Table: Gender by Term

Gender	Fall 2009		Fall 2014	
	N	%	N	%
Female	1848	63.0	1910	62.8
Male	1085	37.0	1129	37.2
Total	2933	100.0	3039	100.0
(missing)	27		27	
Total	2960		3066	

Figure: Gender by Term

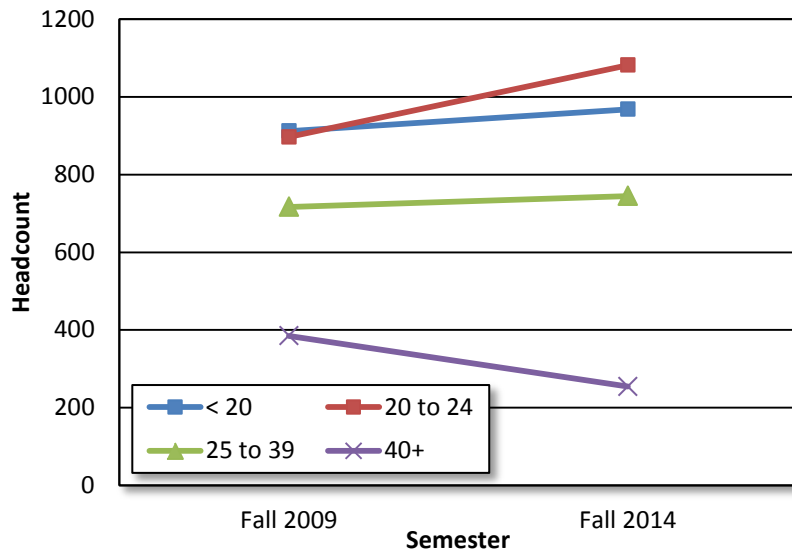


The gender ratio of Taft College students has remained relatively constant since the last comprehensive site visit in fall 2009: Females comprise about 63 percent of the on-campus and distance learning students while males make up the remaining 37 percent.

Table: Age Group by Term

Age Group	Fall 2009		Fall 2014	
	N	%	N	%
< 20	912	31.3	554	18.1
20 to 24	897	30.8	1368	44.7
25 to 39	717	24.6	860	28.1
40+	385	13.2	278	9.1
Total	2911	100.0	3060	100.0
(missing)	49		6	
Total	2960		3066	

Figure: Age Group by Term

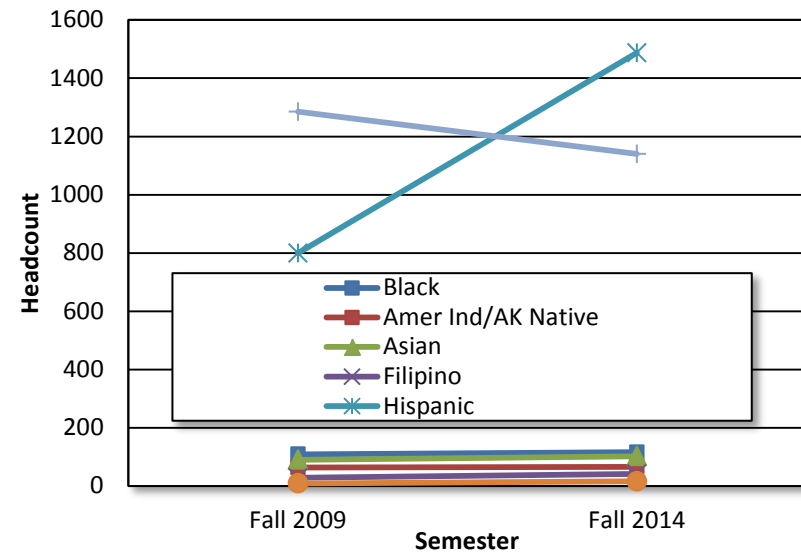


Students are getting younger. Between 2009 and 2014, the 20 to 24 age group grew the most rapidly (+14 percent) while the over 40 age group declined from 13.2 percent to 9.1 percent.

Table: Race/Ethnicity by Term

Race/Ethnicity	Fall 2009		Fall 2014	
	N	%	N	%
Black	109	4.6	116	3.9
Amer Ind/AK Native	63	2.6	66	2.2
Asian	90	3.8	102	3.4
Filipino	28	1.2	41	1.4
Hispanic	799	33.5	1487	50.1
Pacific Islander	9	0.4	16	0.5
White	1285	53.9	1140	38.4
Total	2383	100.0	2968	100.0
(missing)	577		98	
Total	2960		3066	

Figure: Race/Ethnicity by Term

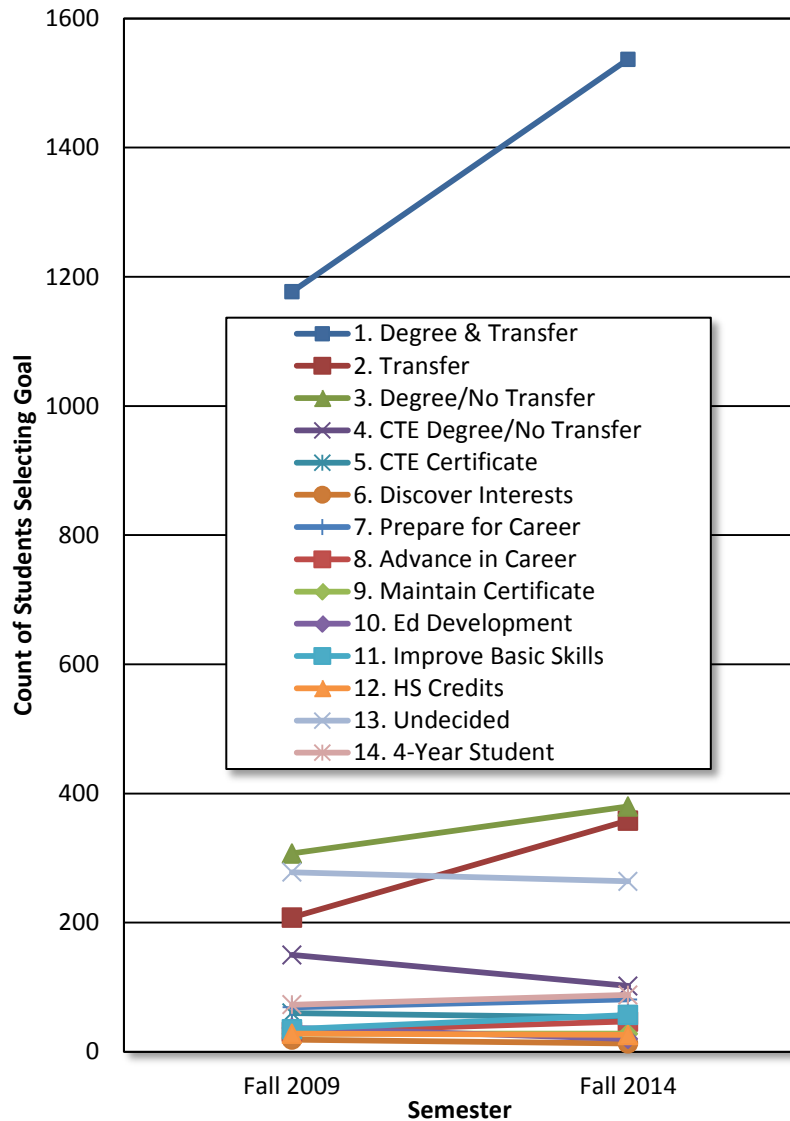


Hispanic students have increased from about one-third of Taft College on-campus and distance learning students in fall 2009 to about half in fall 2014. During the same time, White students decreased from a majority at 53.9 percent of the on-campus and distance learning students to 38.4 percent of that same group. Other racial groups remained relatively constant as a percentage of the whole student population.

Table: Student Goal by Term

Student Goal	Fall 2009		Fall 2014	
	N	%	N	%
1. Obtain an associate degree and transfer to a four-year institution	1177	47.1	1537	50.3
2. Transfer to a four-year institution without an associate degree	208	8.3	358	11.7
3. Obtain a two-year associate degree without transfer	307	12.3	380	12.4
4. Obtain a two-year vocational degree without transfer	150	6.0	102	3.3
5. Earn a vocational certificate without transfer	60	2.4	53	1.7
6. Discover/formulate career interests, plans, goals	19	0.8	13	0.4
7. Prepare for a new career (acquire job skills)	69	2.8	81	2.7
8. Advance in current job/career (update job skills)	31	1.2	47	1.5
9. Maintain certificate or license (e.g. Nursing, Real Estate)	28	1.1	28	0.9
10. Educational development	37	1.5	20	0.7
11. Improve basic skills in English, reading or math	35	1.4	57	1.9
12. Complete credits for high school diploma or GED	28	1.1	26	0.9
13. Undecided on goal	278	11.1	264	8.6
14. 4-year college student taking courses to meet 4-year college requirements	73	2.9	88	2.9
Total	2500	100.0	3054	100.0
(missing)	460		12	
Total	2960		3066	

Figure: Student Goal by Term



The percentage of Taft College students who selected specific educational goals did not change considerably between fall 2009 and fall 2014; a large plurality (47.1 percent) or slight majority (50.3 percent) selected “Obtain an associate degree and transfer to a four-year institution,” respectively in 2009 and 2014. This goal was followed by “Obtain a two-year associate degree without transfer” selected by about 12.3 percent of students in both years. It should be noted that these are the goals students indicate when they first enroll at Taft College and are thus subject to change.

Excluding the “Undecided on goals” selection, the third largest goal selection by students in both years was “Transfer to a four-year institution without an associate degree,” indicating that about three-fourths of all students in fall 2014 intend to either earn an associate degree or transfer with or without an associate degree. As indicated in Figure 6, the students who intend to earn a degree and transfer make up the largest group and this group has grown substantially since 2009.

Table: Major by Term

Fall 2009			Fall 2014		
Major	N	Rank	Major	N	Rank
Social Science	296	1	Liberal Arts: Allied Health	279	1
Life Science	235	2	Business Administration	236	2
Early Childhood Education For Transfer	170	3	Criminal Justice Administration	202	3
Business Administration	158	4	Life Science	167	4
Criminal Justice Administration	133	5	Psychology For Transfer	139	5
Liberal Arts	101	6	Liberal Arts: Communication	129	6
General Business	61	7	Liberal Arts: Math & Science	107	7
Dental Hygiene	55	8	General Business	102	8
Art	54	9	Early Care, Educ & Family Studies	89	9
CJA-Corrections	43	10	Engineering	87	10
Accounting	42	11	Art	70	11
English	42	11	Industrial Health & Safety	70	11
Physical Education	36	13	Liberal Arts: Natural & Life Science	66	13
Court Reporting	31	14	Energy Technology	64	14
Predental	31	14	English	60	15
Mathematics	29	16	Liberal Arts: Soc & Behavioral Science	60	15

Fall 2009			Fall 2014		
Major	N	Rank	Major	N	Rank
Computer Science	21	17	Independent Living Skills (Certificate)	59	17
Child Development/ Early Care Education (Certificate)	20	18	Physical Science	58	18
Physical Science	20	18	Accounting	56	19
Automotive Technology	19	20	Dental Hygiene	53	20
Court Reporting (Certificate)	16	21	Early Childhood Education For Transfer	48	21
Business Administration	15	22	Physical Education	48	21
Industrial Health & Safety	12	23	Liberal Arts: Arts & Humanities	47	23
(unknown)	1215		(unknown)	158	

Taft College's top 23 majors for fall 2009 and fall 2014 are shown sorted by rank for each term. Social Sciences, Life Sciences, and Early Childhood Education (ECE) were the top three majors in 2009, while Liberal Arts (Allied Health), Business Administration, and Criminal Justice Administration topped the list in 2014.

Table: City of Origin by Term

Fall 2009			Fall 2014		
City	N	%	City	N	%
Bakersfield	1370	46.3	Bakersfield	1799	58.7
Taft	731	24.7	Taft	621	20.3
(missing)	266	9.0	Shafter	127	4.1
Shafter	83	2.8	Arvin	57	1.9
Arvin	65	2.2	Maricopa	43	1.4
Maricopa	52	1.8	Wasco	42	1.4
Lamont	38	1.3	Lamont	31	1.0
Buttonwillow	31	1.0	(missing)	29	0.9
Wasco	30	1.0	Buttonwillow	21	0.7
New Cuyama	25	0.8	Delano	19	0.6
Tehachapi	16	0.5	New Cuyama	17	0.6
Palmdale	12	0.4	Lost Hills	15	0.5
Delano	10	0.3	Frazier Park	14	0.5
Fellows	10	0.3	Palmdale	10	0.3
Fresno	9	0.3	Las Vegas	8	0.3
Mc Farland	8	0.3	Mc Kittrick	6	0.2
Frazier Park	7	0.2	Mc Farland	5	0.2
Mc Kittrick	7	0.2	Tehachapi	5	0.2
San Jose	6	0.2	Tulare	5	0.2
Los Angeles	5	0.2	Tupman	5	0.2

The majority of Taft College on-campus and distance learning students in fall 2014, 58.7 percent, originated from Bakersfield, whereas 20.3 percent of the students in the same semester came from Taft. As shown in the preceding table, the percentage of students who originated in Bakersfield grew considerably since fall 2009, where 46.3 percent of the students originated. Not only has the percent of students from Taft decreased over the observed time period, but the count has dwindled as well due to the reduction in size of the local population. The large count of unknown students in

fall 2009 is possibly due to the implementation of Taft College's Enterprise Resource Planning (ERP) system, Banner, at that time.

Staff Demographics

Taft College staff demographic profiles for fall 2014 are presented in this section. Counts and percentages are shown for gender, age group, and race/ethnicity for Educational Administrators, Tenured Faculty, Adjunct Faculty, and Classified Staff.

Table: Gender by Category and Term

Category and Gender	Fall 2014	
	N	%
Educational Administrator		
Female	4	80.0
Male	1	20.0
Tenured/Tenure Track Faculty		
Female	30	55.6
Male	24	44.4
Adjunct Faculty		
Female	48	60.0
Male	32	40.0
Classified Staff		
Female	116	72.0
Male	45	28.0
Total	300	

As of fall 2014, females outnumbered males in each category. For tenured and adjunct faculty, females accounted for about 56 to 60 percent of those groups, respectively. For classified staff, females made up just under three-fourths of the employees.

Table: Gender by Category and Term

Category and Age Group	Fall 2014	
	N	%
Educational Administrator		
35 to 39	1	20.0
40 to 44	1	20.0
50 to 54	1	20.0
55 to 59	2	40.0
Tenured/Tenure Track Faculty		
18 to 34	5	9.3
35 to 39	11	20.4
40 to 44	5	9.3
45 to 49	8	14.8
50 to 54	9	16.7
55 to 59	10	18.5
60 to 64	3	5.6
65 to 69	3	5.6
Adjunct Faculty		
18 to 34	24	30.0
35 to 39	12	15.0
40 to 44	10	12.5
45 to 49	6	7.5
50 to 54	8	10.0
55 to 59	6	7.5
60 to 64	4	5.0
65 to 69	7	8.8
70+	3	3.8
Classified Staff		
18 to 34	39	24.2
35 to 39	16	9.9
40 to 44	20	12.4
45 to 49	24	14.9
50 to 54	16	9.9
55 to 59	25	15.5

Category and Age Group	Fall 2014	
	N	%
60 to 64	15	9.3
65 to 69	3	1.9
70+	3	1.9
Total	300	

As of fall 2014, all administrators were age 35 or older, with the modal category being 55 to 59 years old. The tenure/tenure track faculty category shows two distinct modes: one centered on 35 to 39 years old (mostly newly hired faculty) and one centered on 55 to 59 years old (mostly faculty hired in 2001 or before). The adjunct faculty and classified staff categories both tend to skew toward the youngest age groups of 18 to 34. The classified staff category in particular has fairly large numbers in each of the categories up to the 60 to 64 age group, which is typical retirement age, before it tapers off suddenly for those 65 and older.

Table: Race/Ethnicity by Category and Term

Category and Race/Ethnicity	Fall 2014	
	N	%
Educational Administrator		
Multi-Ethnicity	1	20.0
White Non-Hispanic	4	80.0
Tenure/Tenure Track Faculty		
African-American	2	3.7
Asian	1	1.9
Hispanic	5	9.3
White Non-Hispanic	46	85.2
Adjunct Faculty		
African-American	3	3.8
American Indian/Alaskan Native	1	1.3
Asian	1	1.3
Hispanic	6	7.5
Multi-Ethnicity	1	1.3
White Non-Hispanic	68	85.0
Classified Staff		
African-American	1	0.6
Asian	2	1.2
Hispanic	34	21.1
Pacific Islander	2	1.2
White Non-Hispanic	122	75.8
Total	300	

Within each of the categories of Taft College employees the majority of employees are white, ranging from 75.8 percent for classified staff to 85.2 percent for tenure/tenure track faculty. Hispanic is the next largest group for all the categories except administrators (which has only five individuals), ranging from 21.1 percent for classified staff to 7.5 percent for adjunct faculty. The other racial/ethnic groups all fall into the single-digit counts.

Student Achievement Outcomes Data

Student achievement outcomes data is provided to the campus community primarily via three vehicles: (1) annual program review (APR), (2) Student Success Committee, and (3) ad hoc requests from Division Chairs, program leads, grant coordinators, or faculty and administrators. Each of these vehicles provides a different type of data intended for different purposes. This section of the Institutional Self Evaluation Report addresses each of these types of data distribution vehicles and provides examples of the types of data provided to each.

Annual Program Review Update

Taft College's annual program review update process, now starting its fifth cycle since first implemented in fall 2010, provides student achievement outcomes data to all instructional programs at the beginning of each academic year in the fall. The annual cycle begins the previous spring with the identification of all programs, instructional and noninstructional, by the Governance Council. Programs include every functional unit/office on campus as well as traditional instructional programs. A complete list of noninstructional and instructional programs for the 2014-2015 academic year is shown in the following two tables.

Table: Complete List of Noninstructional Programs for 2014-2015 Academic Year

Area or Division	Noninstructional Program
Administrative Services	Bookstore
	Business Services
	Cafeteria
	Maintenance & Operations
	Office of Administrative Services
Instructional Support Services	Basic Skills
	Career/Technical Education Support
	Child Development Center
	Distance Learning Support
	Library
	Office of Dean of Instruction and Grants
	Office of Instruction
	Supplemental Instruction
	Student Learning Outcomes Support
	Tutoring
President	Foundation
	Human Resources
	Information Technology Services
	Institutional Research
	Office of the President
Student Services	Admissions, Records & Outreach
	Articulation
	Assessment & Testing
	Athletics
	CalWORKs
	Career
	Counseling
	EOPS/CARE
	Financial Aid
	Matriculation
	Office of Student Services

Area or Division	Noninstructional Program
	Orientation
	Probation
	Residence Life (Student Dorms)
	Student Life (Student Activities)
	Student Support Services
	Transfer
	TRIO Student Support Services
Veteran's Affairs	

Table: Complete List of Instructional Programs for 2014-2015 Academic Year

Area or Division	Instructional Program
Applied Technologies	Business <ul style="list-style-type: none"> Accounting AS Degree & Certificate Business Administration AA Degree Business Administration AS-T Degree General Business AS Degree Liberal Arts w/ Emphasis-Business & Technology AA Degree
	Information Technology & Management AS Degree & Certificates
	Administrative Services and Management <ul style="list-style-type: none"> Administrative Services AS Degree & Certificates Management AS Degree & Certificates
	Court Reporting AS Degree & Certificate
	Energy Technology AS Degree & Certificates
	Industrial Health & Safety AS Degree & Certificates
	Learning Support
Liberal Arts	
	Direct Support Education AS Degree & Certificate
	Independent Living Skills Certificate (Included w/TIL)
	Art <ul style="list-style-type: none"> Art AA Degree Art History AA-T Degree

Area or Division	Instructional Program
	<ul style="list-style-type: none"> • Lib Arts w/ Emphasis-Arts & Humanities AA Degree • Studio Arts AA-T Degree English AA Degree/AA-T Degree Lib Arts w/ Emphasis-Communication AA Degree Multimedia Journalism AA Degree
Sciences & Mathematics	Dental Hygiene AS Degree & Certificate
	Engineering AS Degree
	Life Science <ul style="list-style-type: none"> • Life Science AS Degree • Lib Arts w/ Emphasis-Nat Sci-Life Sci AA Degree
	Mathematics <ul style="list-style-type: none"> • Mathematics AA Degree/AS-T Degree • Lib Arts w/ Emphasis-Math & Science AA Degree
	Physical Education and Health <ul style="list-style-type: none"> • Physical Education AA Degree • Lib Arts w/ Emphasis-Health & P.E. AA Degree • Lib Arts w/ Emphasis-Allied Health AA Degree
	Physical Science <ul style="list-style-type: none"> • Physical Science AS Degree • Lib Arts w/ Emphasis-Nat Sci-Phys Sci AA Degree
	Social Sciences
Criminal Justice Administration AS Degrees & Certificate	
Early Care, Education & Family Studies AS Degree & Certificates; Early Childhood Education AS-T Degree	
History AA & AA-T Degrees	
Psychology AA-T Degree	
Recreation AA Degree	
Lib Arts w/ Emphasis-Social & Behavioral Science AA Degree	
Sociology AA-T Degree	
Social Science Non Degree	

At the start of each fall semester during the in-service “planning days,” all programs receive a packet including student achievement outcomes data and forms to complete the annual program review update. Instructional programs are required to review the data, identify areas for potential improvement, and then submit a report with annual goals detailing how they expect to improve on the measures. Noninstructional programs collect and report on data relevant to their program.

The student achievement data provided to the instructional programs includes:

- Enrollment counts
- Discipline success rates
- Course success rates
- Section success rates
- Withdrawal rates
- English, ESL, and math progress rates
- Declared major counts
- Award counts
- FTES

Data are provided for five academic years. The computations for these measures are based on the Research and Planning Group operational definitions, although recently the “success rate” measures were modified to make them more useful for evaluation of programs. Other data are made available to programs if they request it. For example, programs that find a large difference between declared majors and awarded degrees in the same discipline may follow up by asking for a list of students in the declared major so that the department can contact those students to ascertain their reasons for not following through in the declared major. Likewise, a department may request a breakdown by race or age or gender for math or English progress rates to isolate within

specific subpopulations relatively low progress rates. Programs are encouraged to request any additional data they feel are necessary to better understand the observed outcomes. Programs can also incorporate Community College Survey of Student Engagement (CCSSE) data, California Community College Chancellor's Office (CCCCO) Scorecard data, California Community College Chancellor's Office Data Mart data, locally derived surveys, or other data into their annual program review update.

As part of the annual program review update, programs are required to review their progress on their previous year's submitted goals. These reports are made available to the campus community for review and can be found on the *Taft College Institutional Research* website.

Student Success Committee

The recently implemented Student Success Committee makes extensive use of student achievement outcomes data to assist with their charge of improving student success. For example, in spring 2014, the Student Success Committee reviewed completion rates broken down by age, gender, and race/ethnicity and identified subpopulations where the completion rate may have been disproportionately impacted. Due to the small size of Taft College, the intervention consisted of generating a list of students who met the criteria for disproportionate impact and those students were contacted for more intensive follow-up.

To achieve their objective of identifying underperforming student subpopulations, the Student Success Committee utilizes the metrics developed by Taft College for the institution-set standards, described in the next section. These measures were developed for the twin purposes of improving overall student success on a number of measures as well as identifying disproportionate impact in

relevant student subpopulations so that action could be taken to potentially reduce the effects of disproportionate impact.

Institution-Set Standards

In spring 2014, the Strategic Planning Committee developed a set of six institution-set standards that was approved by the Governance Council. This set was subsequently revised to four indicators because it was felt by members of the Strategic Planning Committee that the college should focus on shorter term (three or fewer semesters) "leading" indicators. Leading indicators are causal factors to and predictors of longer term (more than three semesters) "lagging" indicators. By focusing on and improving the performance of the short term leading indicators, it was felt that the long term lagging indicators such as completion would increase as a result. The current institution-set standards include:

1. Within-Term Retention: the percent of students enrolled by the end of their first term (leading indicator)
2. Successful Course Completion: the percent of students who successfully complete their courses (leading indicator)
3. Three-Term Persistence: the percent of first-time students who enroll in their first three semesters (leading indicator)
4. Completion: the percent of students who complete a degree, certificate, or other transfer related outcome within three years (mandated lagging indicator).

With all of the institution-set standards, the disaggregation variables consist of gender, race, age, disability status, college-prepared vs. unprepared where appropriate. Other disaggregation variables will be added as required. Disproportionate impact is identified using the "80% Rule," which states that any subpopulation within the disaggregated variables that fall below 80 percent of the highest performing subpopulation triggers further

investigation and intervention, if appropriate. As a general rule, only subpopulations of size 25 or larger are used in the disproportionate impact calculations.

It should be noted that these four measures are similar to the Scorecard measures, described in the next section. The primary difference is that Taft College's institution-set standard measures use a shorter three-year follow up as opposed to the Scorecard's six-year follow up. Additionally, Taft College's institution-set metrics, with the exception of persistence, apply to *all* students, whereas the Scorecard metrics apply only to first-time students who take an English and math course and who accumulate 30 units within three years.

Likewise, Taft College has added two measures (retention and successful course completion) as two "short-term" or "leading indicator" measures that build up to completion.

It is planned that Taft College will systematically review student performance on all of these measures and, using the 80 percent rule defined above, identify relatively poorer performing subpopulations, investigate, and take action as deemed necessary. Performance on the institution-set standards will be monitored via a "Dashboard" website maintained by the College's Institutional Assessment, Research and Planning (IAR&P) Office.

Table: Institution-Set Standards

Institution-Set Standard	Definition	Calculated Value	Standard Value
1. Successful Course Completion Rate	RP Group definition	66.7%	67.7%

Institution-Set Standard	Definition	Calculated Value	Standard Value
2. Student Retention Rate	Student was retained in at least one course using RP Group definition of course retention	93.2%	94.2%
3. Student Persistence Rate	First-time student persisted through first three semesters	49.9%	50.9%
4. Student Completion Count	Uses counts instead of rates.		
a. Degree or Certificate	Student earned a certificate or degree	305	305
b. Transfer	Student transferred to a Four-year CSU, UC, or private university	203	203

Scorecard

In 2004, Assembly Bill 1417 triggered the creation of a performance measurement system for the California Community Colleges. The new legislation and ensuing budget action authorized the CCCCO to design and implement a performance measurement system containing performance indicators for the system and its colleges. This comprehensive system was known as the Accountability Reporting for the Community Colleges, or ARCC, and subsequently was transformed into the Scorecard. Each year, each college within the California Community College system receives a Scorecard showing its performance on the following measures:

- Persistence Rate – The percentage of degree and/or transfer-seeking first-time students who enroll in three consecutive primary terms anywhere in the California

Community College system, or within three consecutive terms, transfer to a university or earn a degree or certificate. This metric is considered a milestone or momentum point, because research shows that students with sustained enrollment are more likely to succeed. This metric is also reported for prepared and unprepared students.

- Remedial Progress Rate – Remedial Progress Rates are defined for math, English, and ESL
 - Math Remedial Progress Rate – The percentage of credit students who started out at two or more levels below transfer in mathematics and successfully completed a math course at one level below transfer or at transfer-level within six years. The cohorts are tracked from the time each student attempts the first below-transfer-level math course at his/her respective college.
 - English Remedial Progress Rate – The percentage of credit students who started out at one or more levels below transfer in English and successfully completed a transfer level English course within six years. The cohorts are tracked from the time each student attempts the first below-transfer-level English course at his/her respective college.
 - ESL Remedial Progress Rate – The percentage of credit students who started out at any level below transfer in ESL and successfully completed the ESL sequence or a transfer-level course in English within six years. The cohorts for each discipline are tracked from the time

each student attempts an ESL course at his/her respective college.

- 30 Units Rate – The percentage of degree and/or transfer-seeking first-time students (completing a minimum of six units and who took any math or English course in the first three years) who achieve at least 30 units after six years in the system. This metric is also a milestone or momentum point. Credit accumulation, 30 units specifically, is positively correlated with completion and wage gain. This metric is reported overall for all students and disaggregated by prepared and unprepared students.
- Career Technical Education (CTE) Completion Rate – The percentage of students who attempted a CTE course for the first time and completed more than eight units in the subsequent three years in a single vocational discipline and, within six years, earned any AA/AS degree or certificate, transferred to a four-year institution, or were “transferred prepared” (60 transferable units with a GPA \geq 2.0).
- Completion Rate – The percentage of degree and/or transfer-seeking first-time students (completing a minimum of six units and took math or English within the first three years) who, within six years, earned any AA/AS degree or certificate, transferred to a four-year institution, or were “transferred prepared” (60 transferable units with a GPA \geq 2.0). The Report provides an overall completion rate as well as rates for college prepared and unprepared students.

All of the measures are broken down by levels of gender, age, and race ethnicity. In addition, several of the measures are broken down by college preparedness, defined as follows:

- Prepared Students – Prepared students are defined as those students who first enroll at Taft College in a math course that is (1) one level below transfer level, (2) degree applicable, or (3) transfer level, *and* who enroll in an English course that is transfer level.
- Unprepared Students – Unprepared students are defined as those students who first enroll at Taft College in a math course that is two or more levels below transfer level *or* who enroll in an English course that is one or more levels below transfer level.

Although the Scorecard measures have been incorporated into Taft College's annual program review update process, because the measures are aggregated at a higher, institution level, they have been used primarily for institutional planning and the development of Taft College's 2014 Educational Master Plan and Strategic Action Plan.

Ad Hoc Requests from Division Chairs, Program Leads, Grant Coordinators, and Faculty or Administrators

A large percentage of the requests received by the IAR&P Office is for ad hoc requests of various types. Many of those requests are for data used to evaluate the effectiveness of grant projects. Other ad hoc requests include, for example, surveys of various subpopulations of students or of committee members for evaluations of the committee's effectiveness. A complete list of ad hoc requests can be found on the College's IAR&P website. When a person submits a request to the IAR&P Office he/she is required to complete a request form, which is then returned to the requestor along with their data. The request form requires him/her to verify the accuracy of the data, thus helping to ensure that Taft College is supplied with timely, accurate data for decision making purposes.

2015 Student Success Scorecard Results

Presented in this section are the 2015 Student Success Scorecard results. Only the overall results are shown here as the entire set of data disaggregated by gender, age, race/ethnicity, and college preparedness is quite lengthy and can be found on the IAR&P website. Some of the narrative in this section refers to the disaggregated results. The following Scorecard metrics are presented:

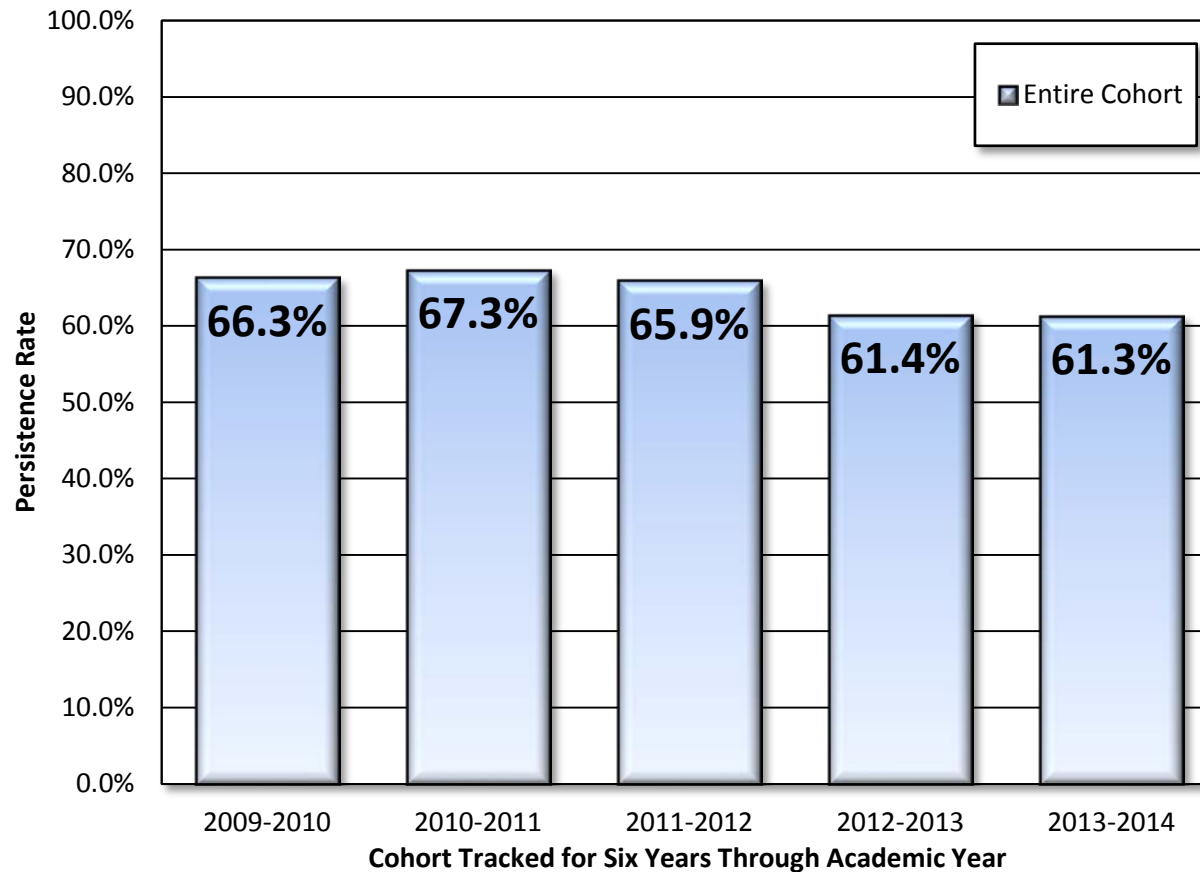
- 1. Overall Persistence Rate for Entire Cohort by Academic Year
- 2. Remedial Rates
 - Math Remedial Rate for Entire Cohort by Academic Year
 - English Remedial Rate for Entire Cohort by Academic Year
 - ESL Remedial Rate for Entire Cohort by Academic Year
- 3. Overall 30 Units Rate for Entire Cohort by Academic Year
- 4. Completion Rates
 - CTE Rate for Entire Cohort by Academic Year
 - Overall Completion Rate for Entire Cohort by Academic Year

1. Overall Persistence Rate

The overall persistence rate is the percentage of degree and/or transfer-seeking first-time students with at least six units who attempted any math or English course at Taft College in their first three years and subsequently enrolled in two additional consecutive primary terms anywhere in the system. This metric is considered a milestone or momentum point because research shows that students with sustained enrollment are more likely to succeed.

Table: Overall Persistence Rate for Entire Cohort by Academic Year

Entire Cohort	Cohort Tracked for Six Years				
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Cohort Size	392	385	414	456	563
Cohort Rate	66.3%	67.3%	65.9%	61.4%	61.3%

Figure: Overall Persistence Rate for Entire Cohort by Academic Year

The overall persistence rate for the last five annual cohorts ranges from a low of 61.3 percent for the 2013-2014 cohort to a high of 67.3 percent for the 2010-2011 cohort, a difference of 6.0 percent. For the last four years, there has been a slight downward trend. However, the relatively small differences between annual cohorts on this metric imply that, in general, overall persistence is stable for the entire population of first-time students. Despite this outcome, subpopulation analysis of this metric produces a number of important results that Taft College must investigate further. For example, when persistence is broken down by gender, males have a lower persistence rate than females for both college prepared and unprepared students for the last four years. The College's Student Success Committee is currently investigating these outcomes.

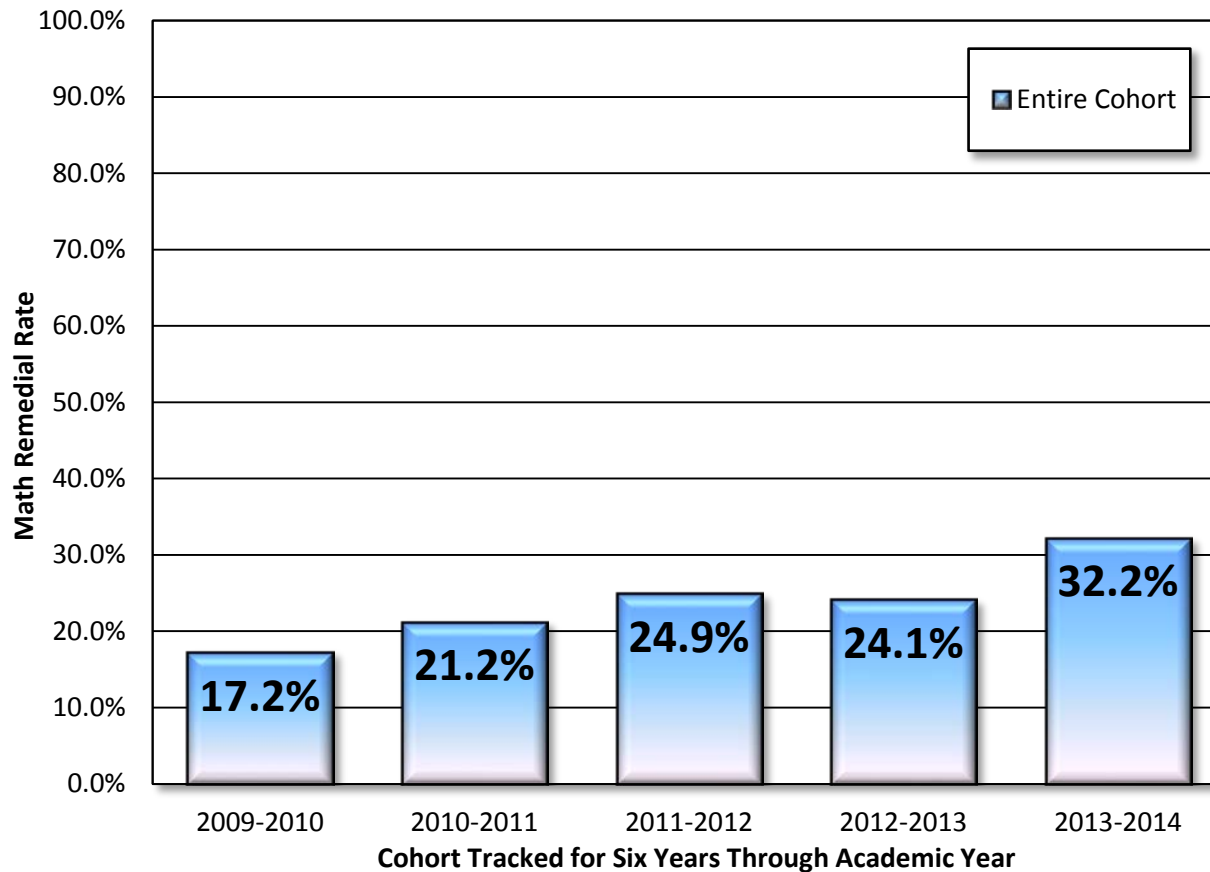
2. Remedial Rates

Math Remedial Rate

The math remedial rate is defined as the percentage of credit students who started out at two or more levels below transfer level in math and, within six years, successfully completed a math course at one level below college level or any college-level math course. The cohort is tracked from the time each student attempts a course at two or more levels below transfer level in math at Taft College.

Table: Math Remedial Rate for Entire Cohort by Academic Year

Entire Cohort	Cohort Tracked for Six Years				
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Cohort Size	501	463	454	552	574
Cohort Rate	17.2%	21.2%	24.9%	24.1%	32.2%

Figure: Math Remedial Rate for Entire Cohort by Academic Year

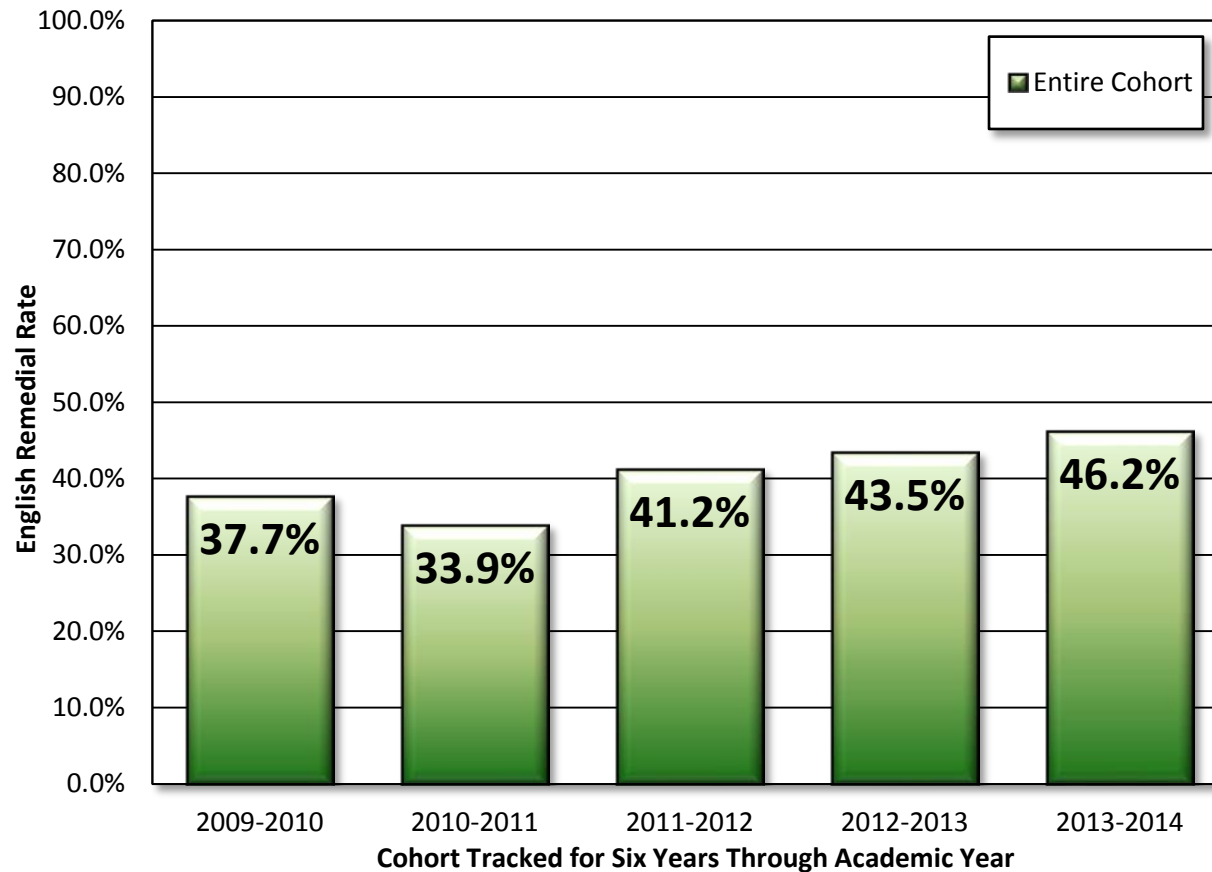
Taft College's math remedial rate has shown a general upward trend from the 2009-2010 cohort, ranging from a low of 17.2 percent for the earliest 2009-2010 cohort to a high of 32.2 percent for the most recent cohort in 2013-2014, a relatively large difference of 15.0 percent during the observed five-year period. Taft College has implemented numerous interventions in the last decade to boost its math remedial rates and the results of these efforts show in the above figure. Despite these generally superb outcomes, there are still systematic gaps for age groups and gender that must be addressed. For example, with a few exceptions, younger age groups have higher math remedial rates than older age groups, and males consistently have a lower math remedial rate than females.

English Remedial Rate

The English remedial rate is defined as the percentage of credit students who started out at any level below transfer in English and successfully completed a college-level English course within six years. The cohort is tracked from the time each student attempts a course at any level below transfer in English at Taft College.

Table: English Remedial Rate for Entire Cohort by Academic Year

Entire Cohort	Cohort Tracked for Six Years				
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Cohort Size	494	478	452	499	537
Cohort Rate	37.7%	33.9%	41.2%	43.5%	46.2%

Figure: English Remedial Rate for Entire Cohort by Academic Year

The English remedial rate ranges from a low of 33.9 percent for the 2010-2011 cohort to 46.2 percent for the most recent 2013-2014 cohort. The rates have been trending upward since 2010-2011. Like the math department, the English department has been engaged in developing and implementing a variety of projects aimed at increasing student success in the English discipline. Among these projects is the development of an English Writing and Language Lab where students can learn in a safe environment directed specifically at writing skills. To enhance student success rates for students enrolled in online courses, Taft College implemented an Online Writing Lab offering an extensive array of services for those distance learning students who might not otherwise have access to these types of services.

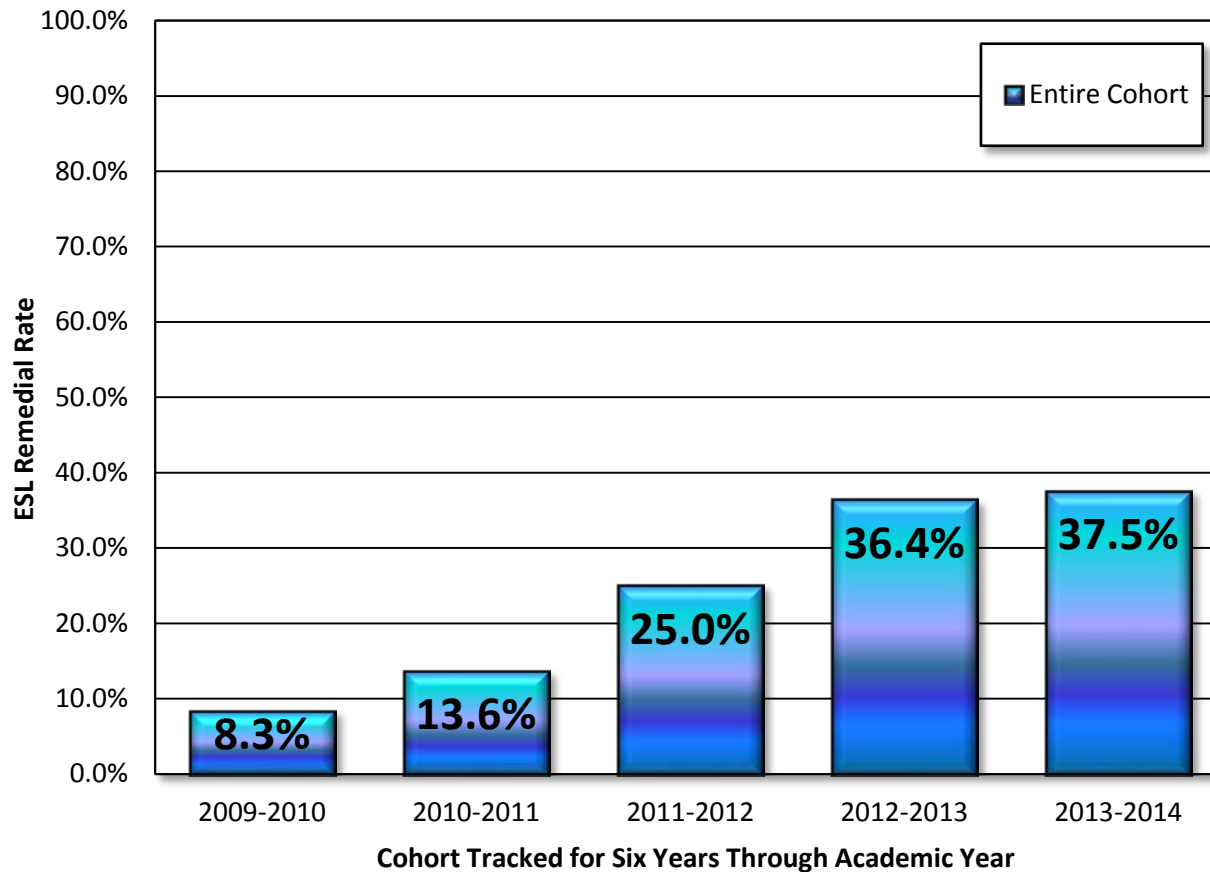
Despite the observed upward trend in the English remedial rate over the last four years, the disaggregated data for this metric show some consistent gaps between males and females where males are consistently remediating at a lower rate than females. The English remediation rates for age group shows no consistent pattern of any one group performing better than any other group. However, for race, Asians consistently outperformed every other racial group. Hispanics showed a steady gain in English remediation rate over the last four years, surpassing that of the White group for the last two years, although the difference was very small—only one percent for the 2013-2014 cohort.

ESL Remedial Rate

The English as a Second Language (ESL) remedial rate is computed by taking the percentage of credit students who start out at any level in ESL and successfully complete the ESL sequence or a college-level English course within six years. The ESL students are tracked from the time each student attempts an ESL course at Taft College, that is, they may take an ESL course and in the same semester complete a college-level English course.

Table: ESL Remedial Progress Rate for Entire Cohort by Academic Year

Gender	Cohort Tracked for Six Years				
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Cohort Size	12	22	<10	22	48
Cohort Rate	8.3%	13.6%	25.0%	36.4%	37.5%

Figure: ESL Remedial Rate for Entire Cohort by Academic Year

If it seems that all of Taft College's remediation rates are showing improvement over the last five years, that is because they are: the College has invested considerable effort into improving student success especially in remediation rates for math and ESL. Taft College's ESL remediation rate has increased from 8.3 percent for the 2009-2010 cohort to 37.5 percent for the most recent 2013-2014 cohort- an increase of a staggering 29.2 percent in only five years. During the formation of these cohorts and afterward, much work was done within the ESL program to identify and fill gaps in the curriculum. The ESL program has expanded as more ESL students have enrolled at Taft College.

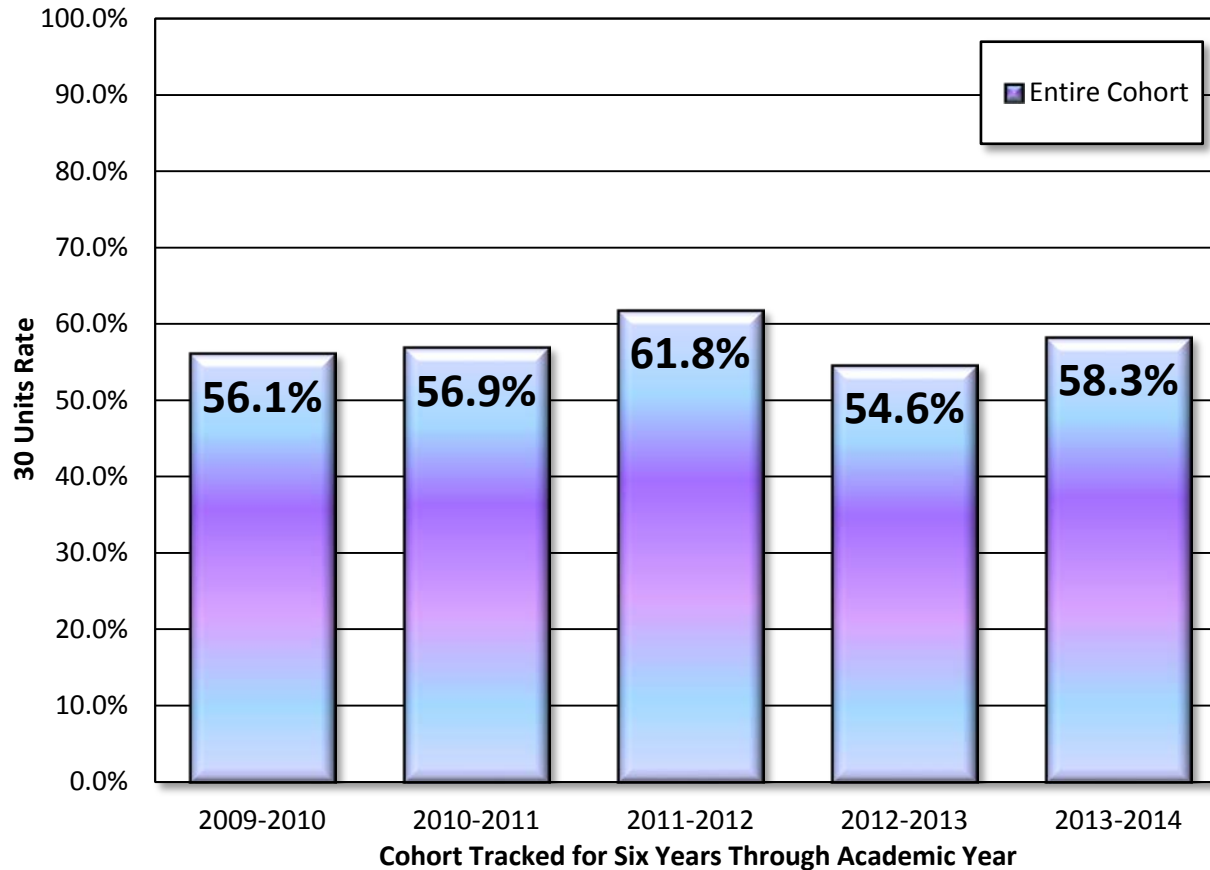
3. Overall 30 Units Rate

The Overall 30 Units Rate is defined as the percentage of degree and/or transfer-seeking first-time Taft College students who achieve at least 30 units after six years in the system. This metric is also a milestone or momentum point. Research studies show that credit accumulation, specifically 30 units, is positively correlated with college completion and wage gain.

Table: Overall 30 Units Rate for Entire Cohort by Academic Year

Entire Cohort	Cohort Tracked for Six Years				
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Cohort Size	392	385	414	456	563
Cohort Rate	56.1%	56.9%	61.8%	54.6%	58.3%

Figure: Overall 30 Units Rate for Entire Cohort by Academic Year



Taft College's overall 30 units rate does not show any discernable trend over the last five years, bouncing around between a high of 61.8 percent for the 2011-2012 ending cohort and 54.6 percent for the 2012-2013 cohort. With the exception of those two years, the 30 units rate has remained fairly stable over time. Once the 30 units rate is disaggregated, there do not appear to be any large, persistent gaps between gender groups, racial groups, or age groups for either prepared or unprepared students--with the one exception of gender for unprepared students when males accumulated 30 units at lower rates than females for four out of the last five years.

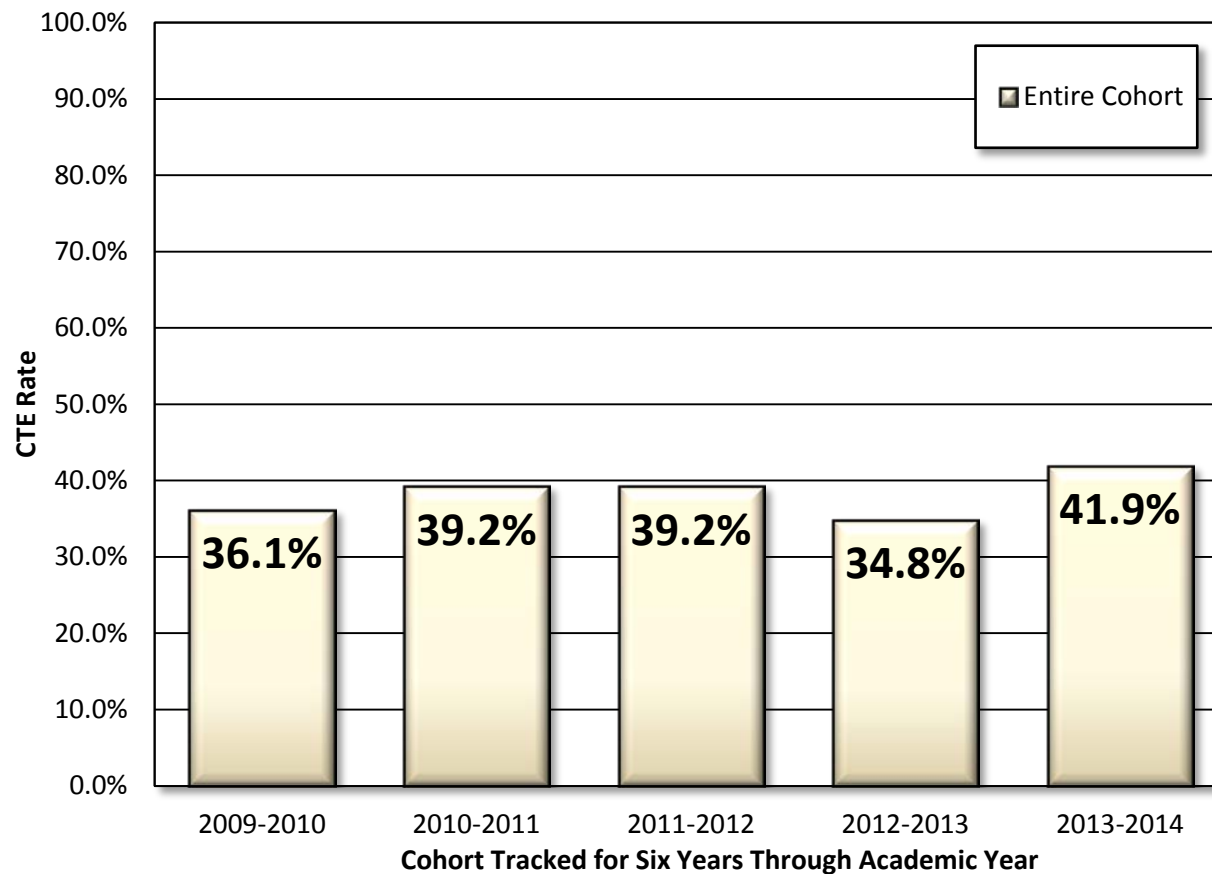
4. Completion Rates

Career Technical Education (CTE) Rate

The CTE Rate is defined as the percentage of students who completed at least eight units classified as Career Technical Education (or vocational) in a single discipline and, within six years after taking the first course, completed a degree, certificate, or transfer related outcome (i.e., transferred to a four-year institution or completed 60 transferable units with a GPA of 2.0 or higher).

Table: CTE Rate for Entire Cohort by Academic Year

Entire Cohort	Cohort Tracked for Six Years				
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Cohort Size	485	373	397	437	405
Cohort Rate	36.5%	39.4%	38.8%	35.0%	42.0%

Figure: CTE Rate for Entire Cohort by Academic Year

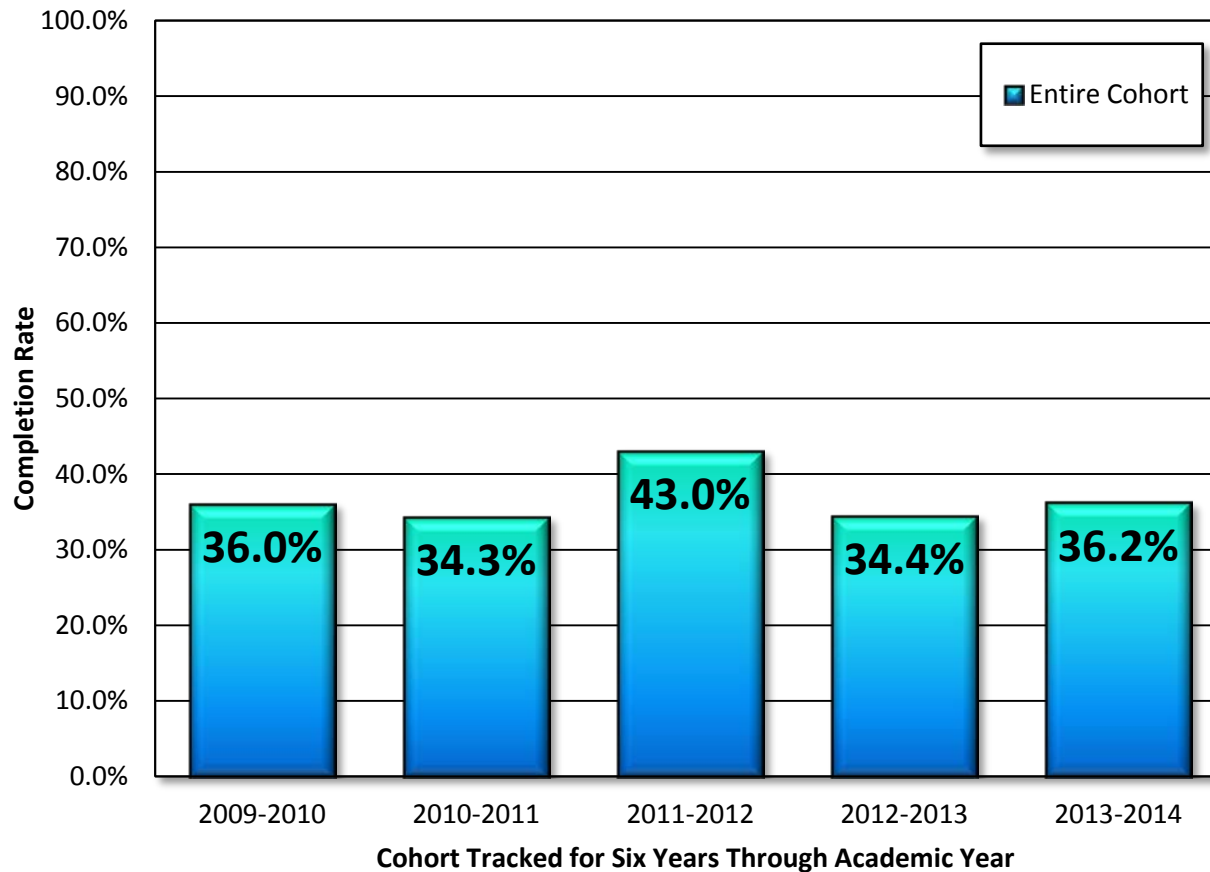
Taft College's CTE rate has consistently remained between about 35 percent and 42 percent for the observed cohorts. The disaggregated rates show very large differences between subpopulations, especially for gender. However, males and females tend to enroll in different programs that might have an impact on the rates. There are other gaps between age groups and racial groups, although the gaps are not as large or as consistent over the five-year period. These gaps have been identified and are being investigated by the Student Success Committee.

Overall Completion Rate

The overall completion rate is defined as the percentage of first-time students with a minimum of six units earned who attempted any math or English course in the first three years and, within six years, earned a certificate, degree, or achieved a transfer related outcome (i.e., transferred to a four-year university or earned 60 units with a GPA of 2.0 or higher). Completion rates are reported for the overall group.

Table: Overall Completion Rate for Entire Cohort by Academic Year

Entire Cohort	Cohort Tracked for Six Years				
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Cohort Size	392	36.0%	385	34.3%	414
Cohort Rate	36.0%	385	34.3%	414	43.0%

Figure: Overall Completion Rate for Entire Cohort by Academic Year

With the noticeable exception of the spike to 43 percent in the 2011-2012 cohort, Taft College's overall completion rate remained relatively constant between about 34 percent and 36 percent over the five years. The disaggregated data produces several relatively large and consistent gaps particularly between males and females where, for both prepared and unprepared students, males completed at lower rates than females. This was especially true for prepared students, where males completed at about a 30 percent lower rate than females for the 2013-2014 year.

Student Learning Outcomes

Taft College is nearing full implementation of assessing and analyzing SLO results for continuous, systematic improvement at the section, course, program, and institutional level. SLO data collection is a continuous practice throughout the institution. Evidence of improvement based on analysis of learning outcomes and achievement data are provided in the annual program review reports. SLO assessment data are published on the College's Institutional, Assessment, Research and Planning website under "Program Review." The learning outcomes are documented publicly in the Taft College catalog, on course syllabi, and on the Taft College SLO webpage.

The Student Learning Outcomes Advisory and Steering Committee (SLOASC) reviews policies, processes, and SLOs. To ensure SLOs are meaningful and relevant to real life situations, SLOASC has engaged in an activity to focus on improving SLOs at the course and program levels. SLOs are reviewed for relevancy to discipline content, skills content, and measurability. This is a priority to ensure achievement of the learning outcomes.

The College implemented the use of eLumen which is the software used by faculty to document all components of SLOs, assessment results, and Section Improvement Plans (SIP). A component to the assessment process is the resource allocation request feature embedded within eLumen Section Improvement Plans. Budget request reports are generated from eLumen and are used during the annual program review process. This practice ensures all budget allocation requests are tied to planning using SLO assessment data. Also, eLumen allows disaggregation of data by demographic and disproportionate impact populations.

The Student Guide to Learning Outcomes webpage was created to provide a resource for students regarding SLOs and assessment results. An Integrated Planning Model (IPM) that depicts the SLO assessment timeline was developed and incorporated into the Educational Master Plan. Recommendations from the Educational Master Plan were used to drive the Strategic Action Plan that is structured on a timeline and SLO Assessment is one of the main focus areas within the Plan.

Distance Learning

Taft College's distance learning program formally began in spring 1999. The College offers three types of distance learning courses: offline, online, and correspondence. Each is designed to facilitate the learning experience with the special advantages that distance learning offers.

Offline is a mode of delivery that does not require internet access. Students follow the directions given in the course syllabus, complete and submit assignments, take exams by the deadlines given in the class calendar, and contact the instructor if they have any questions, comments, or concerns. Feedback from the instructor is provided by e-mail, postal mail, phone, or by appointment during office hours. Assignments can be submitted through e-mail, postal mail, or in person. Tests can be taken in the College Library or with an approved proctor.

Taft College primarily utilizes "Easy to Use Distance Education Software" (ETUDES), a course management system, for its online distance learning courses. ETUDES is easy to use and provides a trouble-free teaching and learning environment. Students follow the directions given in the ETUDES program, complete and submit assignments, take exams by the deadlines given, and contact their instructors if they have any questions, comments, or concerns. The

online format has an internal message center allowing students and instructors to stay in contact along with a discussion area where class discussion and interaction takes place.

Taft College currently has 23 course sections in 14 courses that meet the criteria for classification as correspondence education:

1. BUSN 1050
2. BUSN 1059
3. BUSN 1601
4. BUSN 1602
5. BUSN 1603
6. BUSN 2001
7. BUSN 2002
8. BUSN 2003
9. BSAD 2220
10. COSC 1603
11. GEOG 1510
12. HLED 1510
13. INCO 1548
14. PHIL 1501

In fall 2014, there were 222 students enrolled in these course sections. The College is currently reviewing all of its distance learning courses to ensure that any courses meeting the definition of correspondence education are appropriately identified as such.

Taft College has seen an increase of 313 students enrolled in distance learning courses between fall 2009 and fall 2014. The Table “On-Campus or Distance Learning by Term” in the preface shows the fall student distance learning headcount went from 1,539 in fall 2009 to 1,832 in fall 2014, a 19.0 percent increase in students taking distance learning courses during this time. When these numbers are further broken down another change appears. More students are

taking both on-campus and distance learning courses. In this case, those taking both modes went from 583 to 938, an increase of 60.8 percent.

The College website explains the distance learning program for prospective students. Information regarding the online degrees and requirements is available through the distance learning link on the Taft College homepage, and an online help desk provides assistance as needed.

Off-Campus Sites and Programs

WESTEC

Westside Energy Services Training and Education Center (WESTEC) was founded in 1982 in response to a need for vocational training specific to petroleum and its related industries. WESTEC is a 501c3 organization and provides educational classes to Taft College through an Instructional Services Agreement (ISA).

History of WESTEC

In 1982, Taft College President David Cothrun and WESTEC Director Richard Mallard, with the support of the WKCCD Board of Trustees, established WESTEC. Trustees John Miller, David Cothrun, and Richard Mallard conducted national research to determine the appropriate foundation for WESTEC. The result of their work was WESTEC. Now, more than 30 years later, WESTEC is still responding to the needs of industry and not just those producing energy. The programs offered are applicable to a wide range of light-to-heavy industries.

WESTEC’s mission is to provide cost-effective, short-term, quality training that improves workforce knowledge and skills. Toward that

end, WESTEC determines training requirements, creates and carries out training programs, develops means to effectively conduct these programs, and keeps accurate training records. WESTEC conducts its activities in collaboration with private companies, government agencies, and various California Community Colleges. ([PRE.001](#))

The initial programs of WESTEC were built in response to Kern County's abundant oil industry and need for proper employee training. One of WESTEC's initial programs was Well Control. Overseen by the Department of the Interior, Minerals Management System, the curriculum of this program dealt, in part, with providing employees with training to be compliant with federal regulations pertaining to well control. Shortly thereafter, WESTEC developed a Well Servicing program to train employees to work on well servicing rigs. Pool Well Servicing provided the program's initial rig and equipment.

In 1989, the California legislature enacted Senate Bill 198, which mandated that employers provide adequate safety training and procedures for all employees. Failure to do so could make an employer criminally liable. The bill became effective in 1991. As a result, WESTEC worked with local industry to develop their Passport class, originally a 9.5 hour class, which is now a four-hour class that employees can take to be compliant with Senate Bill 198. Passport grew out of collaboration with local industry and WESTEC's existing Basic Employee Safety Training (BEST) curriculum. ([PRE.002](#))

Instructional Services Agreement

In 1997, WESTEC began a contract with Taft College for special topics oil classes consisting of eight-hour lecture labs. In addition, WESTEC facilitated the creation and development of Taft College's successful Dental Hygiene program as a response to local need. Criminal Justice classes are also offered at WESTEC through Taft

College. WESTEC's original Parolee program has transformed into the Train for Success Program and has outstanding success in placing individuals rehabilitating or in job transition into society and the workforce and keep them there. Currently, WESTEC offers a variety of courses for Taft College. WESTEC offers sections of these classes in English and Spanish. ([PRE.003](#))

WESTEC performs educational services for both Taft College and Bakersfield College at the North Kern Training Center. All instructors are WESTEC employees but must meet minimum qualifications and are approved by their respective campuses prior to teaching any course. Additionally, all courses are approved through the campus curriculum process prior to being offered. ([PRE.004](#))

Individuals who wish to take Taft College classes from WESTEC register at the North Kern Training Center and are enrolled as Taft College students. Taft College has an annual contract with WESTEC to pay an agreed-upon rate per seat hour for each student who takes an approved course. Taft College then submits the enrollment from those classes for apportionment. WESTEC collects all enrollment fees and remits those to Taft College. ([PRE.003](#))

WESTEC Location

The North Kern Training Center is currently WESTEC's home base of operations. It is located in Shafter, California, placing it geographically in the Kern Community College District (KCCD); however, WESTEC offers classes for WKCCD's Taft College as well as KCCD's Bakersfield College. The property is owned by the WKCCD.

Programs and Courses

WESTEC offers numerous programs and services designed to meet community needs. Among these are the popular "Passport"

classes—one day courses focusing on mandated safety procedures for oilfield workers. Many courses are offered in both English and Spanish. The following table lists a selection of WESTEC's offerings through Taft College.

Table: WESTEC Classes

Course	Description
CJA 1100	Intermediate Firearms Familiarization
CJA 1101	Basic Firearms Familiarization
IES 1059	Trainer Course in OSHS for the Construction Industry
IES 1100	Basic Employee Safety for General Industry
IES 1102	Passport Safety Training
IES 1103	Plus Safety Training
IES 1104	Supervisory Safety Training 8 Hour
IES 1105	Mine Safety and Health Refresher
IES 1106	Hazmat First Responder Awareness
IES 1107	Medic First Aid Training/CPR
IES 1108	HAZWOPER Annual Refresher
IES 1109	Emergency Response Technician Training
IES 1112	Forklift Training for Operators
IES 1113	California Commercial Driver License Permit Preparation
IES 1114	Confined Space Entrant, Attendant, Supervisor Awareness and Rescue
IES 1115	California Oil Producers Confined Space Entry Training
IES 1116	HAZWOPER Training
IES 1117	Supervising for Safety
IES 1118	Confined Space Training for Supervisors
IES 1119	Defensive Driving Course
IES 1120	Confined Space Attendant/Entrant Plus CIC
PETC 1100	Introductory Well Control
PETC 1102	Basic Drilling and Workover Surface
PETC 1103	Basic Drilling Surface Stack
PETC 1104	Basic Drilling and Workover Sub Sea

WESTEC Board Members

WESTEC is overseen by a Board of Directors consisting of numerous community representatives, including various petroleum industry representatives, administrators from both the KCCD and the WKCCD, and law enforcement professionals. WESTEC's Executive Director is responsible to the Board. The Board meets quarterly and Board Meetings are open to the public. The following list shows WESTEC's administration and board members:

WESTEC Administration

- William "Bill" Rector: Executive Director
- Randy Kizzar: Chief Instructional Officer
- Amanda Neshiwat: Accounts Payable/Receivable Clerk

WESTEC Board of Directors and Members

- Sheryl Chalupa, Executive Director Goodwill Industries
- Dr. Sonya Christian, Bakersfield College President
- Dr. David Cothrun, President of the WESTEC Board, Retired Superintendent/President of Taft College
- Dr. Dena Maloney, Taft College Superintendent/President
- Charlie Fivecoat, California Resources Corporation
- Brock McMurray, Taft College
- Alan Pounds, Nabors Well Services
- Bill Henry, Porterville College
- Kal Vaughn, WKCCD Board Representative
- Ed Whiting, Chief of Police, Taft PD
- John Miller, past Member of the WKCCD Board of Trustees, non-voting
- Sam Monroe, Retired Chevron Texaco
- Christine Randall, Wood and Randall
- Sandra Serrano, Chancellor, KCCD
- Mark Williams, Taft College
- Brad Dewitt, California Resources Corporation
- Rob Duchow, Southern Cal Gas
- Melinda Brown, KEDC
- Paul Lozano, Chief, Shafter CCF

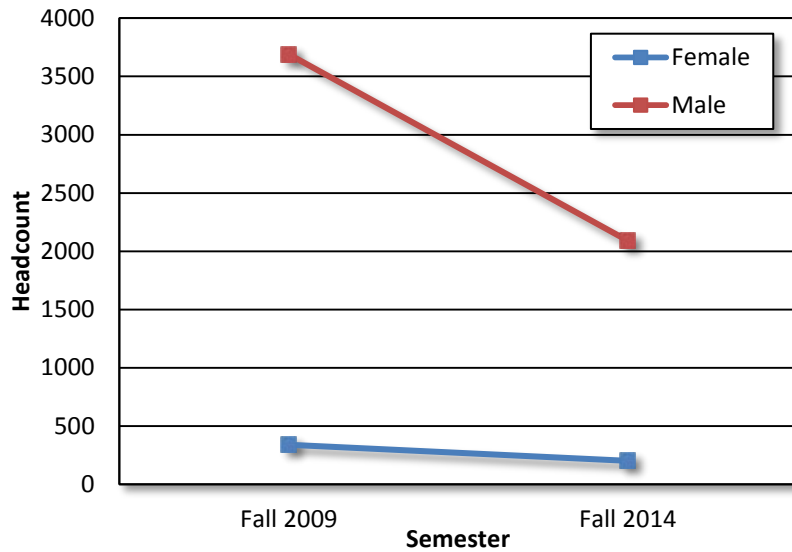
WESTEC Student Demographics

This section presents student demographic profiles for WESTEC students for fall 2009 (Taft College’s last accreditation site visit) and fall 2014. WESTEC student demographic variables include gender, age, race, and city of origin.

Table: Gender by Term

Gender	Fall 2009		Fall 2014	
	Count	Percent	Count	Percent
Female	339	8.4	202	8.8
Male	3690	91.6	2091	91.2
Total	4029	100.0	2293	100.0
(missing)	9		0	
Total	4038		2093	

Figure: Gender by Term

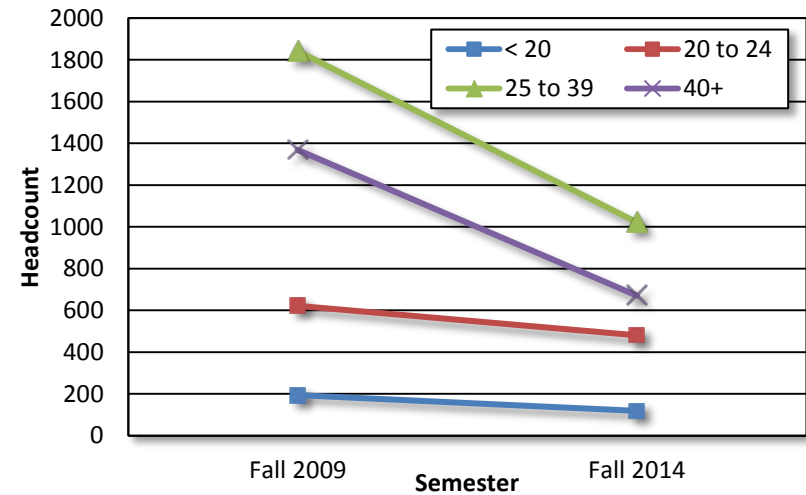


The preceding table and figure show a very large drop in total headcount between fall 2009 (headcount equals 4,038) and fall 2014 (headcount equals 2,093) with the larger drop seen for males. Most males in WESTEC programs are enrolled in various oilfield safety courses. As the oilfield employment needs rise and fall, WESTEC enrollments are dramatically affected.

Table: Age Group by Term

Age Group	Fall 2009		Fall 2014	
	Count	Percent	Count	Percent
< 20	194	4.8	119	5.2
20 to 24	622	15.4	481	21.0
25 to 39	1842	45.7	1022	44.6
40+	1369	34.0	671	29.3
Total	4027	100.0	2293	100.0
(missing)	11		0	
Total	4038		2293	

Figure: Age Group by Term



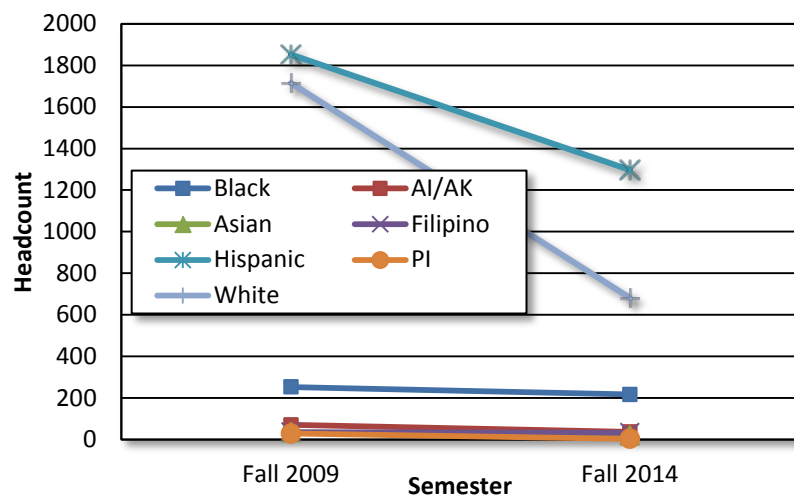
As can be seen in the preceding table and figure, the two oldest age groups had larger declines in enrollments than the two younger age groups, again reflecting the drop in oilfield headcount between the two terms.

Table: Race/Ethnicity by Term

Race/ Ethnicity	Fall 2009		Fall 2014	
	Count	Percent	Count	Percent
Black	253	6.3	217	9.5
AI/AK	71	1.8	37	1.6
Asian	35	0.9	20	0.9
Filipino	36	0.9	33	1.4
Hispanic	1851	46.4	1297	56.6
PI	29	0.7	4	0.2
White	1714	43.0	682	29.8
Total	3989	100.0	2290	100.0
(missing)	49		3	
Total	4038		2293	

job market and a change in demographics in the region. The other groups, including Asians, Blacks, American Indian/Alaska Natives, and Filipinos, showed relatively small declines in headcounts between the fall 2009 and fall 2014 terms. Pacific Islanders showed a large drop in numbers for their relatively small group.

Figure: Race/Ethnicity by Term



Hispanics and Whites had a steeper drop in enrollments than did the other racial groups. In particular, the White racial group had the steepest decline reflecting both the slowdown in the local oilfield

Table: City of Origin by Term

Fall 2009			Fall 2014		
City	N	%	City	N	%
Bakersfield	2565	63.5	Bakersfield	1571	68.5
Taft	312	7.7	Shafter	114	5.0
Shafter	119	2.9	Taft	105	4.6
Delano	113	2.8	Delano	104	4.5
Wasco	112	2.8	Wasco	43	1.9
Arvin	44	1.1	Lamont	37	1.6
Lamont	34	0.8	Arvin	32	1.4
McFarland	34	0.8	McFarland	31	1.4
Coalinga	29	0.7	Porterville	22	1.0
Porterville	26	0.6	Visalia	13	0.6
(missing)	24	0.6	Richgrove	11	0.5
Visalia	22	0.5	Tehachapi	10	0.4
Fresno	20	0.5			
Oxnard	19	0.5			
Maricopa	18	0.4			
Tehachapi	17	0.4			
Ventura	17	0.4			
Buttonwillow	15	0.4			
Avenal	13	0.3			
Long Beach	13	0.3			
Tulare	13	0.3			
Paso Robles	12	0.3			
Earlimart	11	0.3			
Clovis	10	0.2			
Los Angeles	10	0.2			
Total	4038		Total	2293	

The preceding table shows only those cities with ten or more students enrolled in WESTEC; Bakersfield is the source of most WESTEC students: 63.5 percent in fall 2009 and 68.5 in fall 2014. Reflecting the substantial drop in headcount between the two terms, the fall 2014 list contains only 12 cities whereas there were

25 cities in the 2009 column. With only some minor variations in rank, the top eight cities are the same in both years. Coalinga, ranked tenth in 2009, dropped off the list in 2014. On the other hand, Richgrove, a small town located about eight miles northeast of Delano, makes an appearance on the 2014 list undoubtedly because of the growth of this city between the two observed terms.

Welding

Taft College recently leased an off-campus location to better support industrial technology programs. The need was highlighted in meetings with local industry representatives during the development of the 2014-2024 Educational Master Plan. The 2015-2017 Strategic Action Plan includes a goal to create a partnership plan that will provide opportunities for instructional programs to partner and work with applicable industries/employers on real-life application, discipline content, and learning materials. Given limited campus acreage, the Plan also calls for acquiring land to support instructional programs. ([PRE.005](#))

With these needs in mind, the College began working with local industry to find a short-term location to offer classes while a long-term solution was formulated. Local businessman Charlie Beard, owner of General Production Services, had an existing facility available that was ideal for offering welding classes. The College negotiated a three-year lease on a 4,800 sq. ft. facility that includes a 900 sq. ft. classroom building. The site is located 3.5 miles from the Taft College campus, has ample parking, and includes office space for college staff. ([PRE.006](#)) ([PRE.007](#))

During the spring 2015 term, the College began installing welding equipment and preparing the building for classes. Two classes are included in the summer 2015 schedule. As more than 50 percent of a degree or certificate program will be available at this location, the

College is preparing a Substantive Change Proposal for the Welding program. ([PRE.008](#))

outreach and workforce development and offering classes for career advancement in the classroom.

Short-term plans include staffing the location as the Industrial Technology Education Center (ITEC) to further develop industry

Audits and Federal Grants

External Independent Audit – In compliance with California Education Code 84040(b), the WKCCD contracts annually with independent audit firms for the performance of an independent audit and issuance of the subsequent report. Auditors engaged by Taft College are selected through a formal Request for Proposal (RFP) process and are retained based upon performance. The audit is prepared in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States. Scope and standards of the audit and response by the College are explained in Self Study Section III.D.2.a. The audit report is available to the public upon request.

Federal Grant Monies – WKCCD has experience in managing federal grant monies for educational purposes. The table below lists grants and other federally-funded revenue received during the past six years.

Taft College is familiar with regulations prescribed by the Office of Management and Budget (OMB) for spending public funds. Federal grants are covered in the annual audit performed by external auditors.

Table: Schedule of Federal Funds Received by WKCCD - 2008-2009 to 2015-2016

Year	Project	Funding Agency	Amount Received
2008-2009	HSI STEM Grant	U.S. Department of Education	\$2,496,412
2008-2009	HSI Math/Science Transfer Grant	U.S. Department of Education	\$699,129
2008-2009	HSI GOLD! Guided Outcomes for Learning Improvement	U.S. Department of Education	\$550,000
2009-2010	HSI STEM Grant	U.S. Department of Education	\$2,496,412
2009-2010	HSI Math/Science Transfer Grant	U.S. Department of Education	\$699,883
2009-2010	HSI GOLD! Guided Outcomes for Learning Improvement	U.S. Department of Education	\$550,000
2010-2011	HSI Math/Science Transfer Grant	U.S. Department of Education	\$695,098
2010-2011	HSI Quest For Success	U.S. Department of Education	\$607,207
2011-2012	HSI CEED Grant	U.S. Department of Education	\$870,000
2011-2012	HSI Pathway to STEM Degree	U.S. Department of Education	\$1,199,635
2011-2012	HSI Quest For Success	U.S. Department of Education	\$649,992
2012-2013	HSI CEED Grant	U.S. Department of Education	\$863,632
2012-2013	HSI Pathway to STEM Degree	U.S. Department of Education	\$1,193,513
2012-2013	HSI Quest For Success	U.S. Department of Education	\$649,998
2013-2014	HSI CEED Grant	U.S. Department of Education	\$866,377
2013-2014	HSI Pathway to STEM Degree	U.S. Department of Education	\$1,193,874
2013-2014	HSI Quest For Success	U.S. Department of Education	\$649,996
2014-2015	HSI CEED Grant	U.S. Department of Education	\$827,973
2014-2015	HSI Pathway to STEM Degree	U.S. Department of Education	\$1,137,704
2014-2015	HSI Quest For Success	U.S. Department of Education	\$649,994
2015-2016	HSI CEED Grant	U.S. Department of Education	\$821,715
Total			\$20,368,544

Organization of the Self Evaluation Process

Process

Planning for the self evaluation began in spring 2013 with the establishment of a steering committee and subcommittees. The steering committee consisted of the chairs or co-chairs from all of the subcommittees. The steering committee divided the self evaluation report among the subcommittees, and each subcommittee addressed a portion of an accreditation standard. Announcements were made to recruit volunteers to assist in the self evaluation and employees were encouraged to participate on one or more subcommittees, including those outside employees' area of specialty. Many volunteers indicated they would serve where needed. Each subcommittee, as well as the steering committee, was designed to include at least one faculty member, a classified staff member, and a student representative.

In early fall 2013, each subcommittee was provided with documents to review in preparation for drafting their standard. The subcommittees reviewed copies of the standards, the previous accreditation report, the commission evaluation report, the midterm accreditation report, examples of self evaluation reports from other colleges, the results of the most recent Community College Survey of Student Engagement (CCSSE), and a timetable for completing the self evaluation. After reviewing these materials, the subcommittees began writing their sections of the report and met as needed. Monthly meetings were held by the steering committee to report their progress and hurdles and to share copies of their drafts with the other subcommittee chairs. ([PRE.009](#))

The steering committee met monthly to review progress of the self study. A draft of the self study was completed in April 2015 and

made available to the College community for review and comments. ([PRE.010](#))

Comments and suggestions from the College community were synthesized into the report in May and June 2015. Final editing and checking of references took place in June 2015. The final report was completed, reviewed, and signed off by the Board of Trustees and other representatives in July 2015, and copies were submitted to the Accrediting Commission and visiting team members in July 2015. ([PRE.011](#)) ([PRE.012](#))

Accreditation Self Evaluation Committees

Steering Committee Chairs

- Dr. Dena Maloney (Co-chair), Superintendent/President
- Dr. Eric Bérubé (Co-chair), IR Coordinator/ALO
- Brandy Young (Secretary), Learning Outcomes Technician

Standard I: Institutional Mission and Effectiveness

- Dr. Eric Bérubé (Co-chair), IR Coordinator/ALO
- Dr. Dena Maloney (Co-chair), Superintendent/President
- Bill Devine, English Professor/Division Chair
- Laura L'Ecuyer, Dental Hygiene Office Technician
- Debra Wooley, Tutoring Secretary

Standard II A (1 to 2): Student Learning Programs and Services-Instructional Programs

- Vicki Jacobi (Chair), Articulation Officer/SLO Coordinator/Senate VP
- Brandy Young, Learning Outcomes Technician
- Joseph Polizzotto, High Tech Center Access Specialist LRSK Assoc. Professor
- Jessica Grimes, English Professor
- Tori Furman, Career Development Counselor

Standard II A (3 to 8): Student Learning Programs and Services-Instructional Programs

- Mark Williams (Co-chair), VP Instruction
- Dr. David Layne (Co-chair), Business Professor
- Geoffrey Dyer, English Professor/Senate President-Elect
- Kelly Kulzer, ESL Professor
- Aldrin Luben, Integrated Technology Support Technician
- Mahea Maui, Office Skills Lab Instructional Aide
- Robin Ledford, Instructional Assistant
- Susan Vaughan, Learning Disabilities Specialist

Standard II B: Student Learning Programs and Services-Student Support Services

- Darcy Bogle (Chair), VP, Student Services
- Barbara Amerio, Director, Financial Aid
- Joe'll Chaidez, Testing Coordinator/ Assessment Specialist
- Angelo Cutrona, Supervisor, Residence Hall
- Candace Duron, CalWorks/Student Support Services/ Probation Counselor
- Amber Anderson, Director, Admissions and Records
- Ruthie Welborn, Financial Aid Office Manager

Standard II C: Student Learning Programs and Services-Library and Learning Support Services

- Terri Smith (Chair), Research & Instruction Librarian
- Agnes Eguaras, Dean of Instruction - Grants
- Dan Hall, Coordinator of Instructional Technology
- Mary Decker, LRC Senior Technician
- Apolonia Cotto, Counseling Ctr. Secretary

Standard III A: Resources-Human Resources

- Jana Peters (Chair), Director, Human Resources
- Jill Brown, Academic Advisor
- Diane Jones, Basic Skills Mathematics Professor
- Judy Wade, Human Resources Specialist

Standard III B: Resources-Physical Resources

- Brock McMurray (Chair), EVP, Administrative Services
- Adrian Agundez, Director, Information Services
- Wendy Berry, Life Science Professor
- Mike Capela, Director, Maintenance & Operations
- Myisha Cutrona, Student Activities Coordinator
- Debbie Hegeman, Administrative Services Exec Assistant
- Jim Nicholas, Director, Fiscal Services
- Carla Sandavol, Financial Aid Technician II

Standard III C: Resources-Technology Resources

- Adrian Agundez (Chair), Director, Information Services
- John Dodson, TIL Direct Support Facilitator
- Debra Ekdahl, Sr. Secretary Student Support Services
- Joe Polizzotto, High Tech Center Access Specialist LRSK Assoc. Professor
- Heidi Archibald, Information Systems Secretary
- Dan Hall, Coordinator of Instructional Technology
- David Reynolds, Physical Science Professor

Standard III D: Resources-Financial Resources

- Brock McMurray (Chair), EVP, Administrative Services
- Sheri Horn-Bunk, Executive Director, Foundation and Institutional Advancement
- Fernando Lara, Assistant Director, Admissions and Records
- Mike Mayfield, Chemistry Professor
- Jim Nicholas, Director, Fiscal Services

Standard IV A: Leadership and Governance-Decision-Making Roles and Processes

- Tony Thompson(Co-chair), Health Ed/P.E./ Athletic Academic Advisor
- Velda Peña (Co-chair), Research Analyst
- Kanoe Bandy, Athletic Director/Business Professor/Division Chair
- Sheri Black, Outreach Coordinator
- Sonja Swenson, Humanities/Fine Arts Professor

Standard IV B: Leadership and Governance-Board and Administrative Organization

- Dr. Dena Maloney (Chair), Superintendent/President
- Dr. Greg Golling, Life Sciences Professor/Division Chair
- Carolyn Hosking, Board Member
- Billy White, Board President
- Shelley Klein, Assistant to the Superintendent/President
- Daisy Gutron, Student

Accreditation Self Evaluation Editing/Revising Committee

- Dr. Eric Bérubé, IR Coordinator/ALO
- Dr. Dena Maloney, Superintendent/President
- Michael Jiles, Administration of Justice Associate Professor
- Dr. Sharyn Eveland, Social Sciences Professor/Division Chair
- Brandy Young, Learning Outcomes Technician
- Velda Peña, Research Analyst

Organization of the Institution

Taft College is a one-college district with one person serving as the Superintendent/President of the District. There are three vice presidents: Executive Vice President of Administrative Services, Vice President of Instruction, and Vice President of Student Services. The Vice Presidents of Instruction and Student Services each have one dean under them, although the dean position for student services has been left vacant for eight years. There are currently five instructional divisions: Applied Technologies, Liberal Arts, Math and Sciences, Social Sciences, and Learning Support. The Learning Support division is comprised of many non-classroom faculty. Complete organizational charts for Taft College are shown in the next section.

A table listing committees that meet regularly is provided here. Comprehensive descriptions of all Taft College committees and their functions can be found in the *Faculty Handbook* and the *Governance Guide*.

Table: Regularly Meeting Committees at Taft College

Committee	Chair
Academic Development Committee	K. Kulzer
Academic Policies & Procedures	D. Bogle
Academic Senate	T. Thompson
Access Committee	M. Williams
Accreditation Steering Committee	E. Bérubé/D. Maloney
Admissions & Attendance Committee	D. Bogle
Applied Technologies Division	K. Bandy
ASB Committee	M. Cutrona
Brown Bag	D. Hall
Budget Committee	B. McMurray
Campus Safety & Security Committee	D. Bogle
Catalog Workgroup	D. Bogle

Committee	Chair
Cougar Tracks Operations Management (CTOM)	A. Agundez
Counseling Staff	K. Ziegler
Counselors	C. Flachmann
CSEA	V. Peña
Curriculum & Gen Ed Committee	Williams/Jacobi
Curriculum Tech Review Committee	M. Williams/V. Jacobi
Disabled Students Program & Services	J. Mendenhall
Division Chairs	M. Williams
DSPS Core Staff	J. Mendenhall
ECE Club	M. Beasley
EOPS/CARE	L. Gonzalez
Facilities Committee	B. McMurray
Faculty Association	D. Jones
Faculty Inquiry Group (FIG)	J. Grimes
Financial Aid Committee	D. Bogle
Foundation (every other month)	B. Hampton
Governance Council	D. Maloney/T. Thompson
Grants Directors	A. Eguaras
Information Technology Committee	A. Agundez
IT Accreditation	A. Agundez
Learning Support Division	V. Jacobi
PTK	J. Escobedo
Public Info Committee	D. Bogle
QFS Coordinators	A. Eguaras
SLOASC	V. Jacobi
Social Science Division	S. Eveland
Staff Development Committee	J. Peters/B. Roth
STEM Program Development	P. Blake
Strategic Planning Committee	D. Bogle/M. Williams
Student Group	T. Furman
Student Services Coord/Mgr	D. Bogle
Student Success Committee	D. Bogle
Taft Disabilities Partnership Team (TAPT)	J. Mendenhall

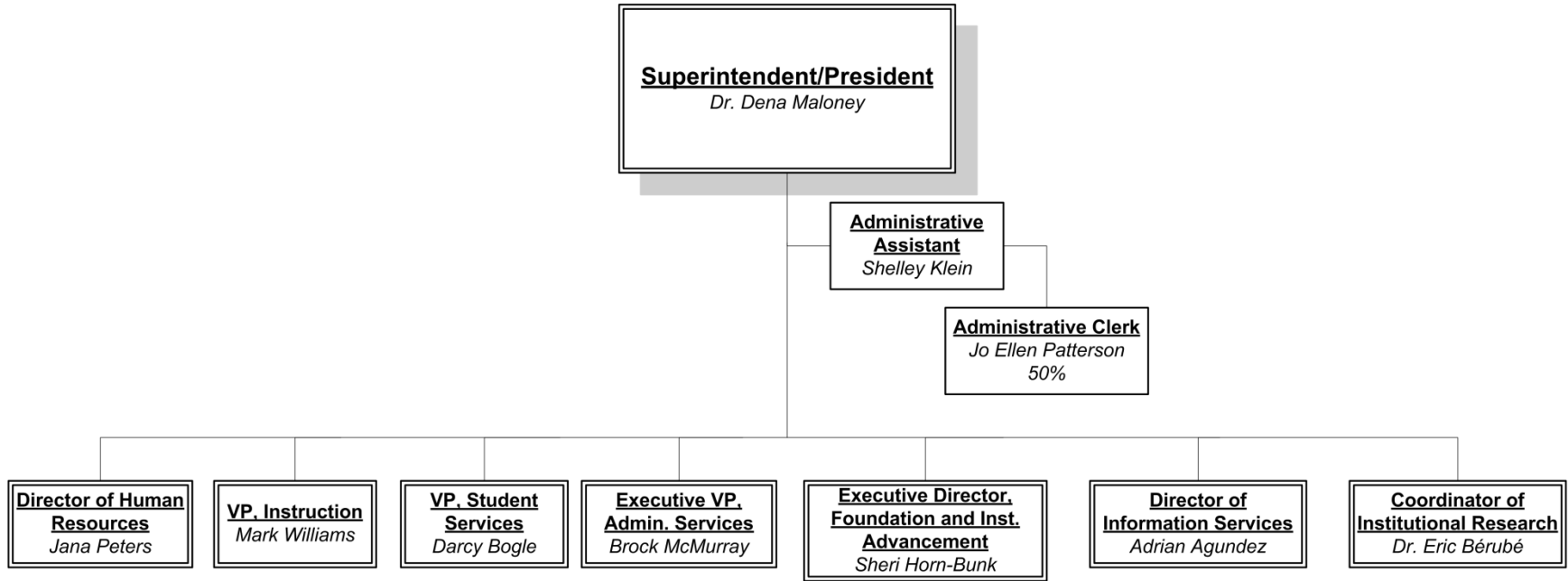
Committee	Chair
TCCCBC	D. Maloney/V. Peña
TCFCBC	D. Maloney/D. Jones
TIL Intake	V. Waugh
TIL Interviews	V. Waugh
TIL Leadership	D. Ekdahl
TIL Staff	J. Dodson/R. Polski/S. Wells
TIL Tours	V. Waugh
TPSID	S. Wells
TRIO Staff	J. Escobedo

Organizational Charts

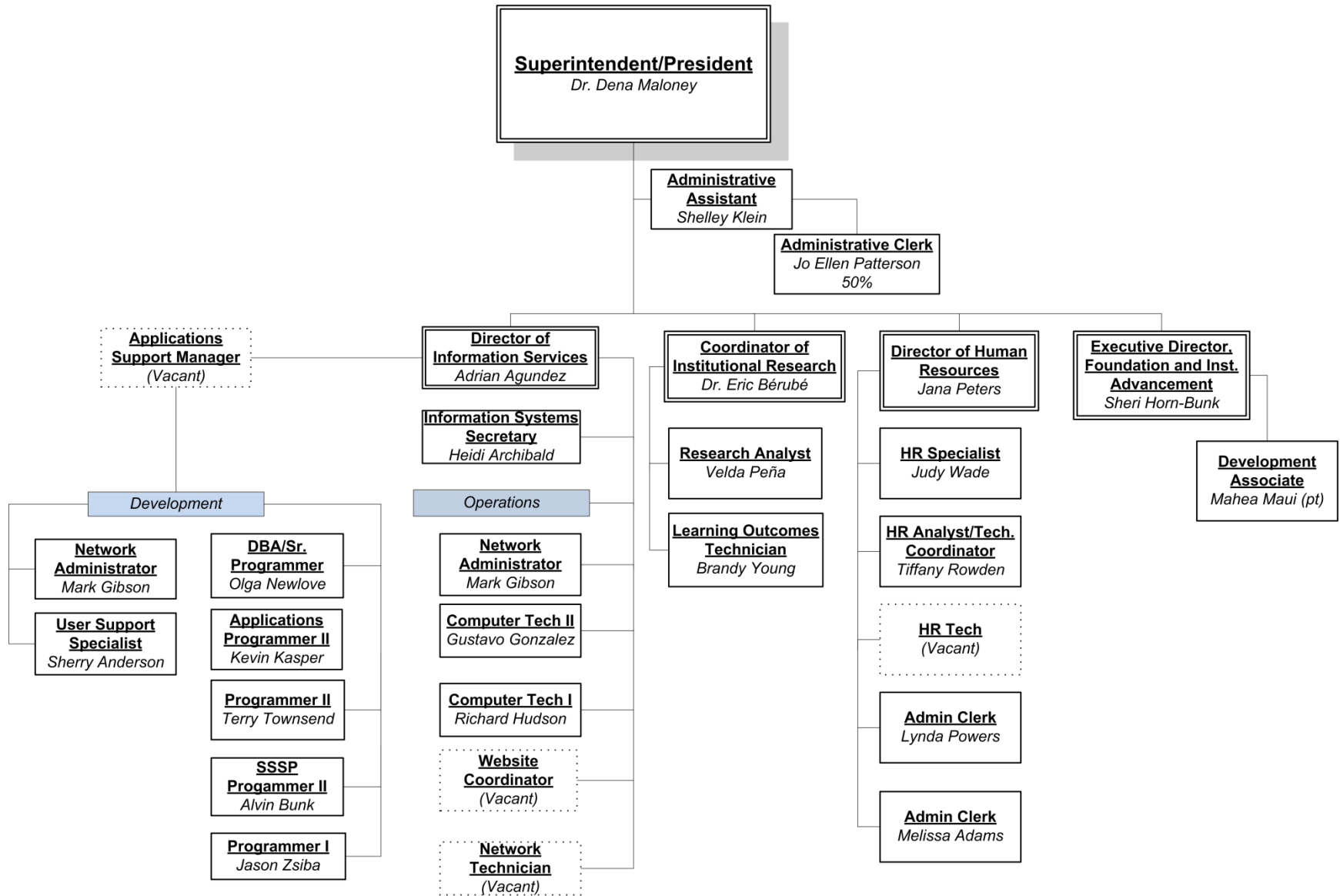
Taft College's organizational charts as of spring 2015 are presented in this section:

- President
 - Foundation, Institutional Research, Human Resources, and Information Technology
- Administrative Services
- Instruction
 - Faculty
 - Transition to Independent Living (TIL)
 - Children's Center
- Student Services

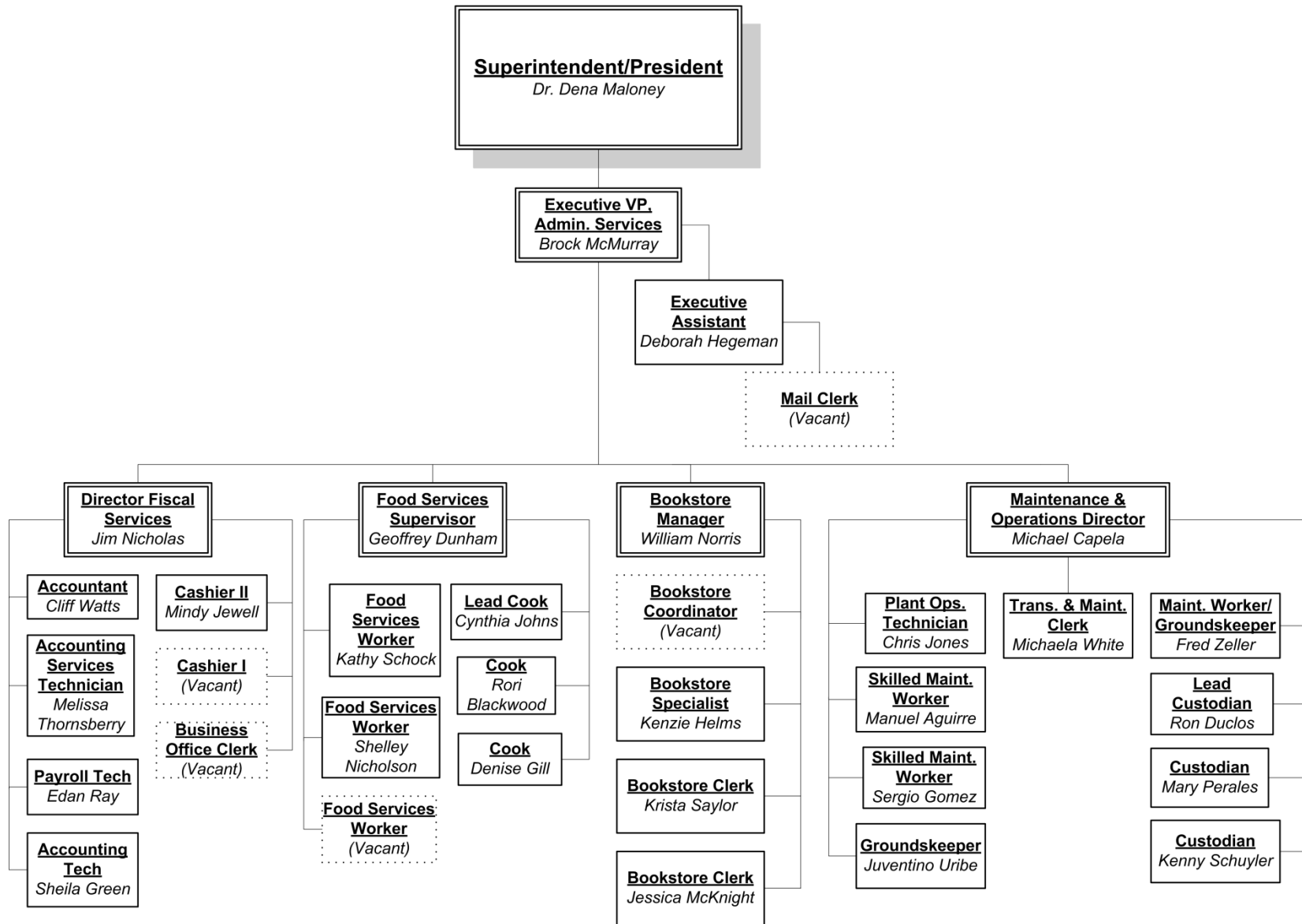
President



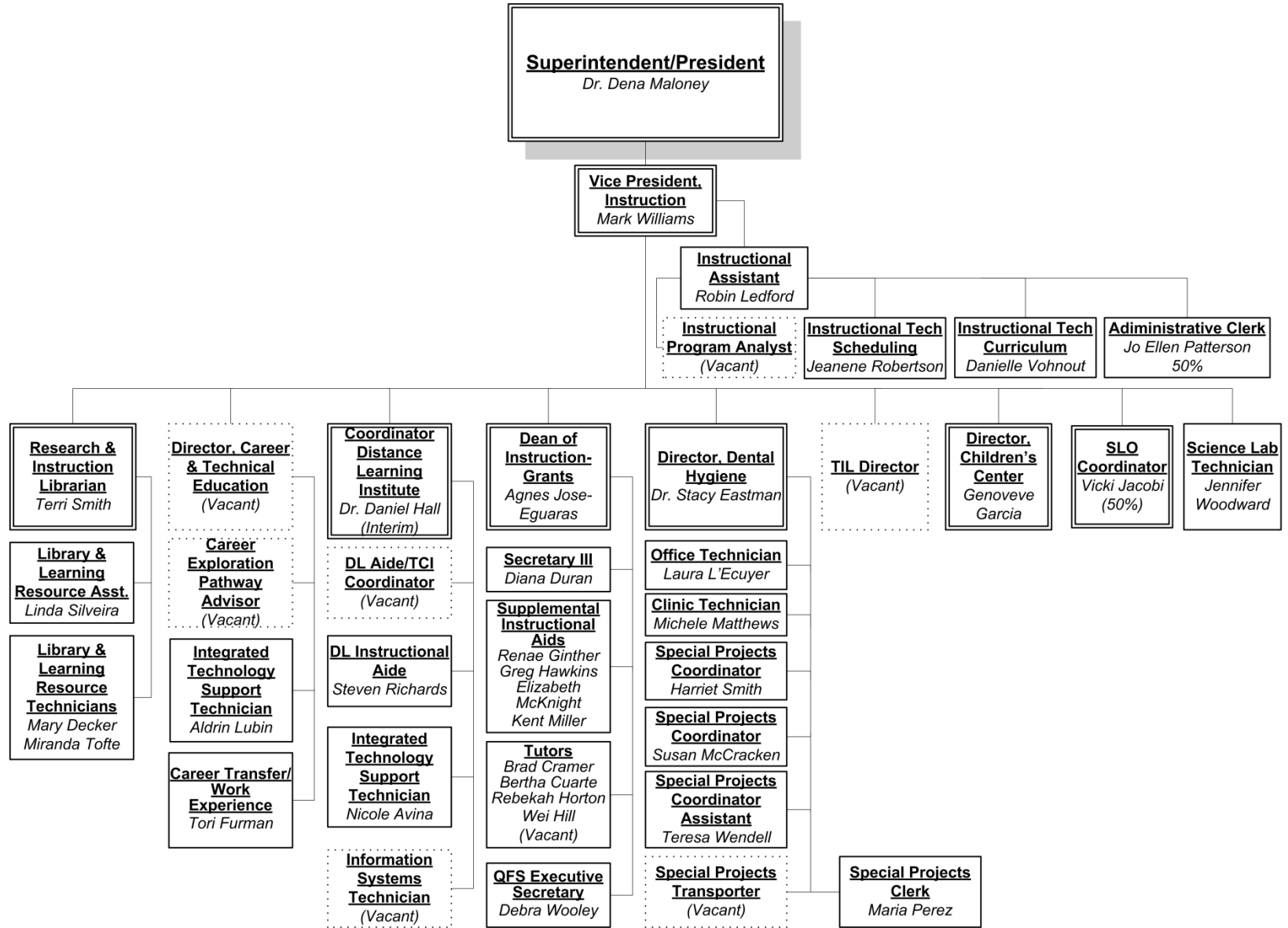
Foundation, Institutional Research, Human Resources, and Information Technology



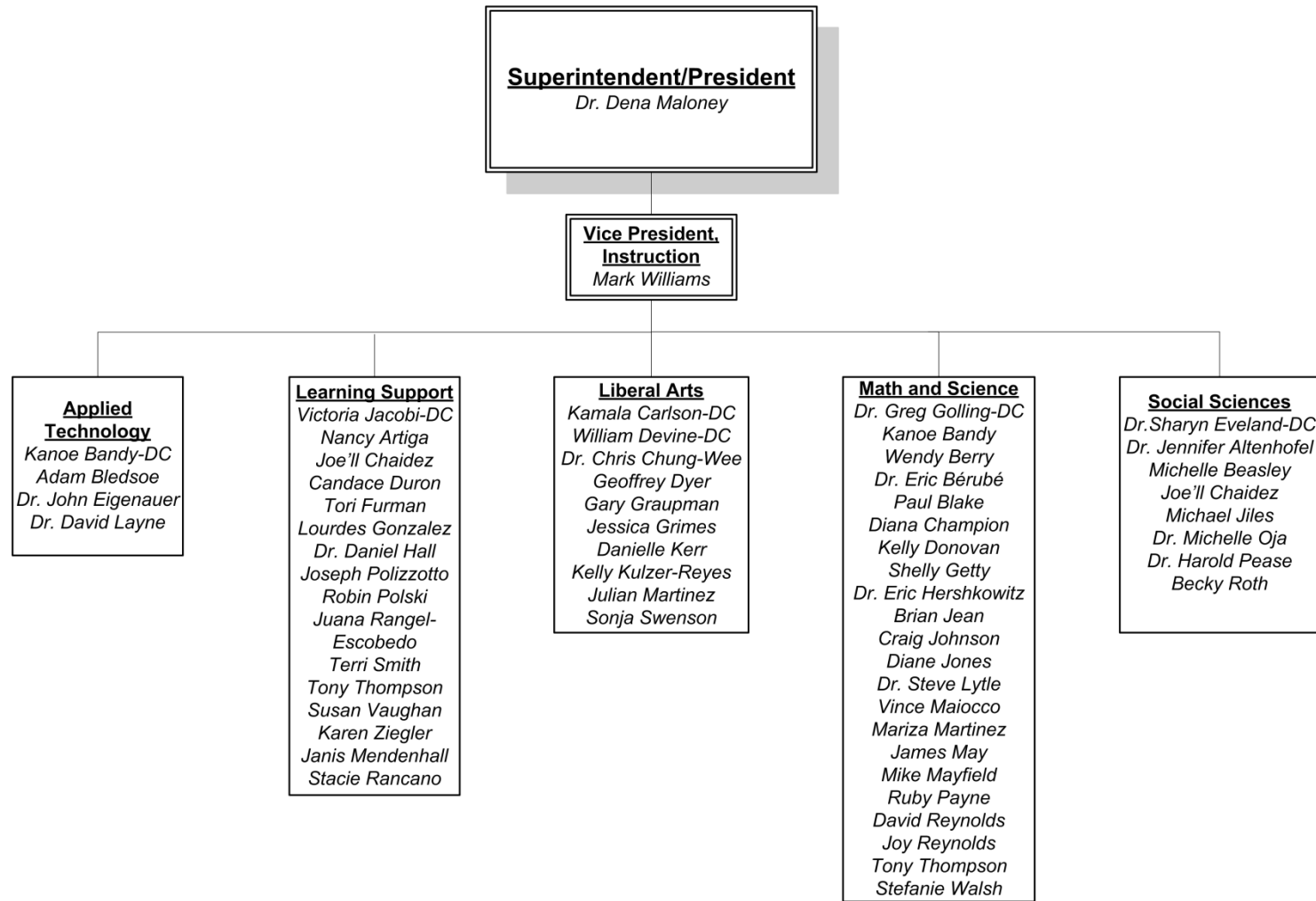
Administrative Services



Instruction

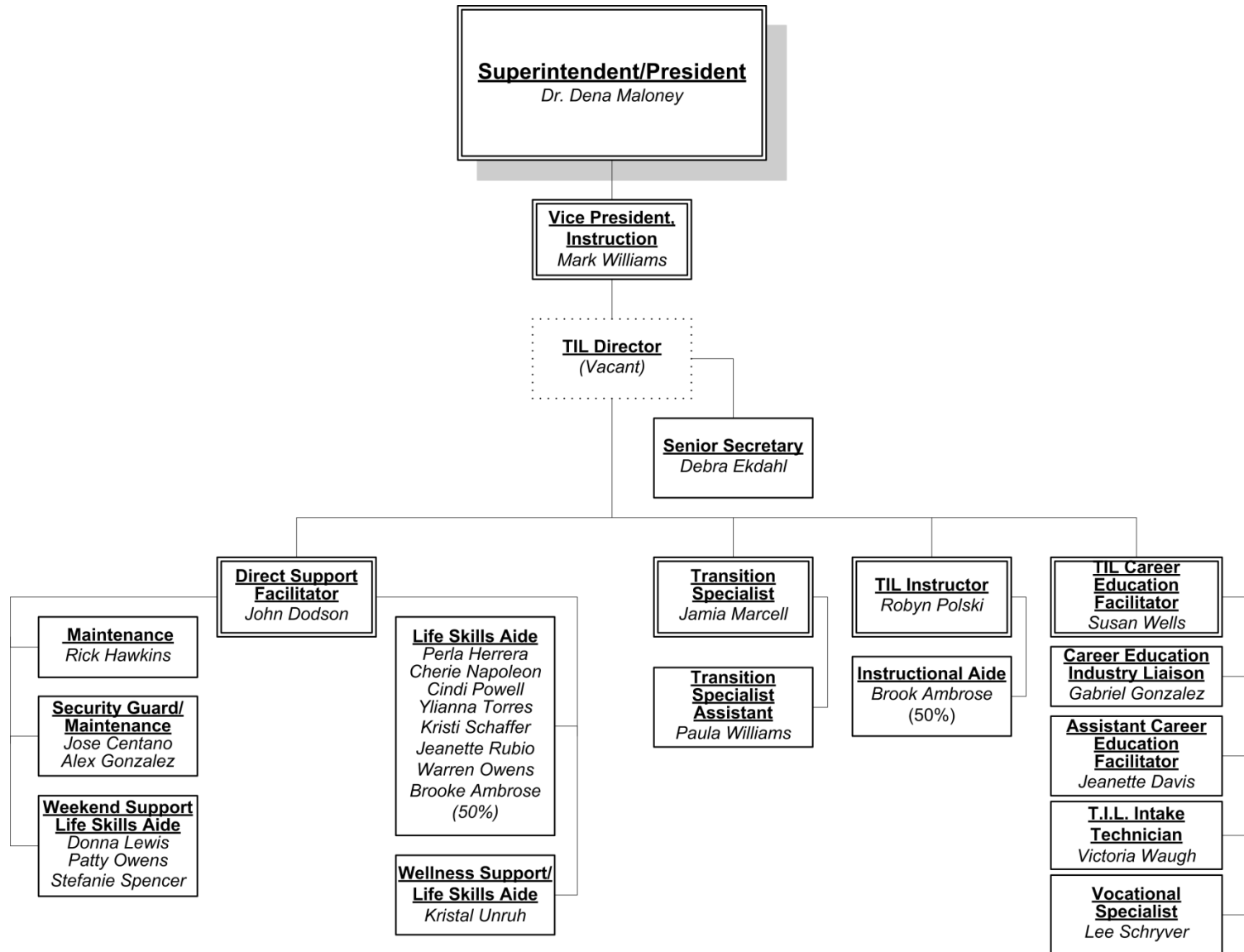


Faculty

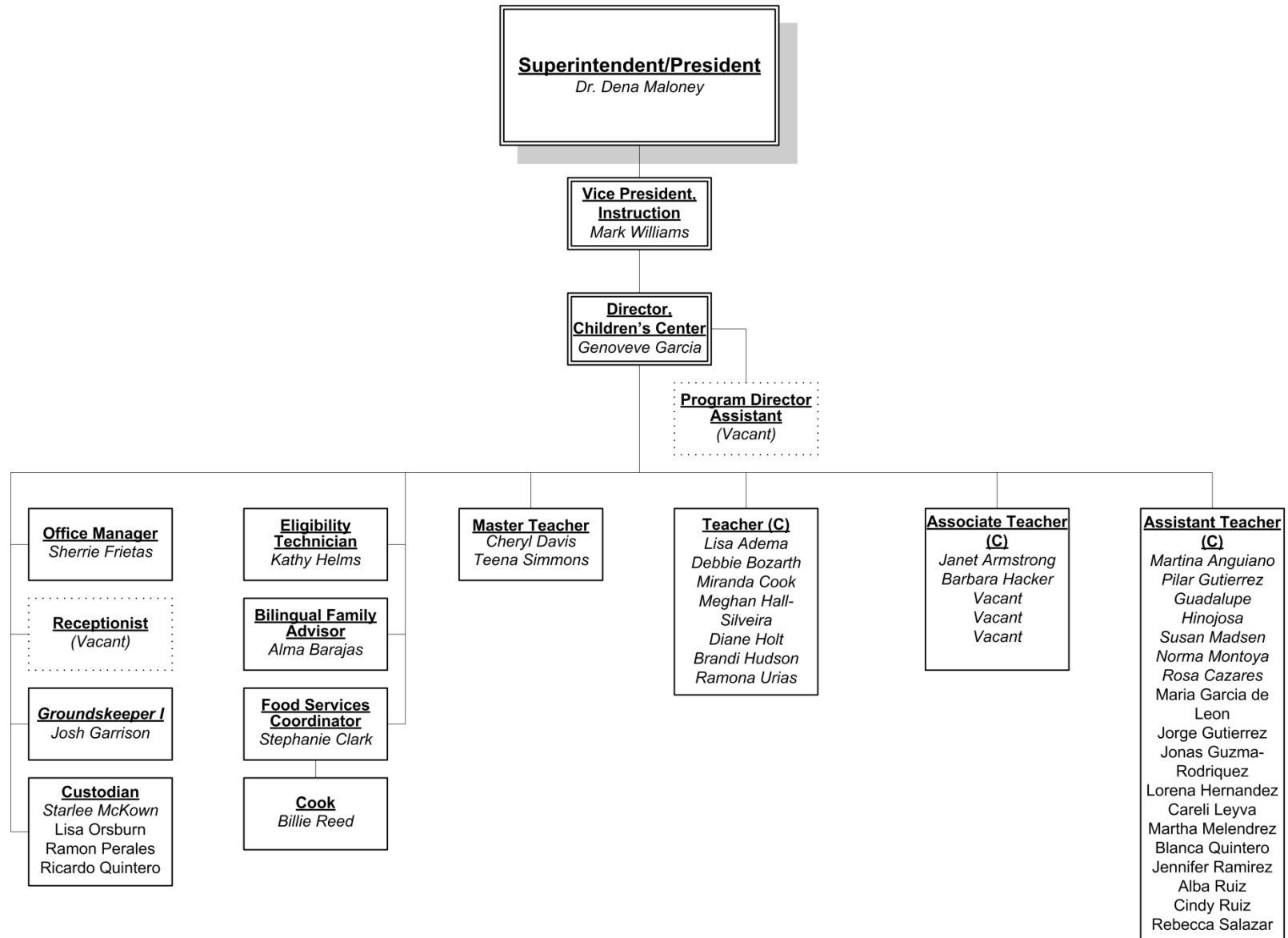


DC = Division Chair

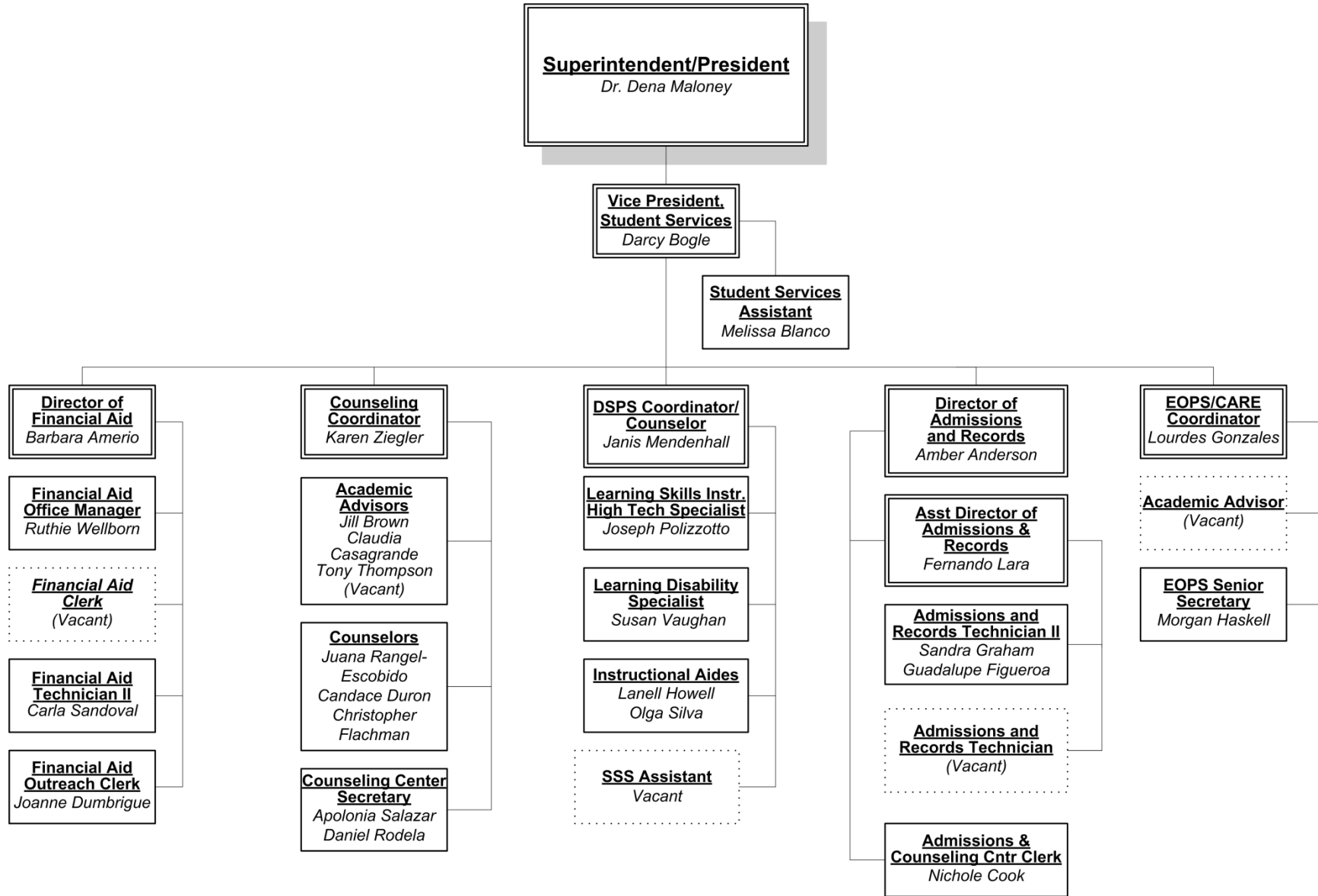
Transition to Independent Living Program (TIL)



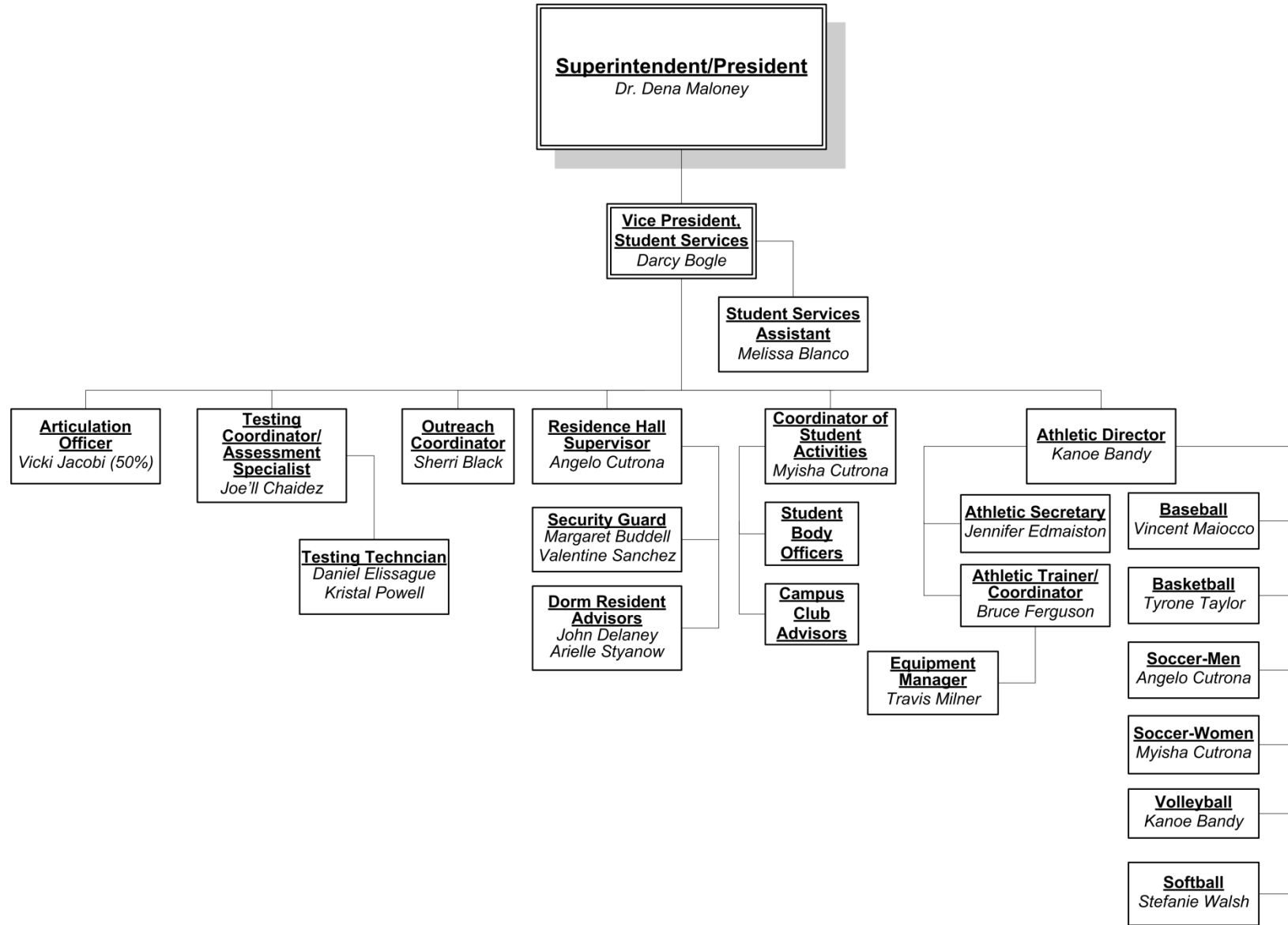
Children's Center



Student Services (1 of 2)



Student Services (2 of 2)



Certification of Continued Institutional Compliance with Eligibility Requirements

1. Authority

In order to be eligible, an institution must be authorized or licensed to operate as an educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. For public community colleges in California, the ACCJC requires official recognition by the California Postsecondary Education Commission and the California Community Colleges Board of Governors. Public colleges in the Western Pacific are authorized through a charter provided as part of a regional treaty. Public colleges in Hawaii are authorized through State legislation.

Taft College has been continuously accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. A statement regarding accreditation is included on the inside front cover of the 2015-2016 Taft College catalog. ([ER.001](#))

2. Mission

The institution's educational mission must be clearly defined, adopted, and published by its governing board consistent with its legal authorization, and be appropriate to a degree granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to achieving student learning.

The mission of Taft College can be found in the College catalog, the Educational Master Plan and related planning documents including the Strategic Action Plan, Technology Master Plan, Facilities Master

Plan, and the Governance Guide. In fall 2014, Taft College engaged in a campus-wide process to develop a new mission, vision, and values statement. The WKCCD Board of Trustees approved the revised mission statement through a first and second reading process in December 2014 and January 2015: "Taft College is committed to creating a community of learners by enriching the lives of all students we serve through Career Technical Education, transfer programs, foundational programs and student support services. Taft College provides an equitable learning environment defined by applied knowledge leading to students' achievement of their educational goals."

The Taft College Mission Statement defines the institution's commitment to achieving student learning and is appropriate to a degree granting institution of higher education and the constituency it seeks to serve. ([ER.002](#)) ([ER.003](#)) ([ER.004](#)) ([ER.005](#)) ([ER.006](#)) ([ER.007](#))

3. Governing Board

The institution must have a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is being carried out. This board must be ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. The board's membership must be sufficient in size and composition to fulfill all board responsibilities. The governing board must be an independent policymaking body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members must have no employment, family, ownership, or other personal financial interest in the institution. The board must adhere to a conflict of interest policy which assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater

duty to secure and ensure the academic and fiscal integrity of the institution.

A five-member Board of Trustees comprises the governance body of the WKCCD Board of Trustees. The Board holds open, public meetings monthly. Minutes and agendas are published in online and paper formats well in advance of each meeting. Trustee biographies, board minutes and agendas, and board policies and administrative procedures are accessible on the WKCCD website. The Board is an independent policy-making body which has established a conflict of interest policy and adheres to it. ([ER.008](#))

4. Chief Executive Officer

The institution must have a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief administrator nor the college chief administrator may serve as the chair of the governing board.

Dr. Dena P. Maloney, Superintendent/President of the WKCCD, oversees Taft College's broad strategic directions and executive responsibilities for administering Board policies and procedures. Dr. Maloney is responsible to the Board for the effective leadership of the District and the administration of board policy. Board Policy 3100 states the Superintendent/President is responsible for establishing and documenting the organizational structure. The organizational chart of Taft College is subject to review by the Board. ([ER.009](#))

5. Administrative Capacity

The institution must have sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.

Taft College has sufficient staffing in the administrative and classified management ranks to ensure that the College mission is carried out. To qualify for employment within the District, all managers and educational administrators must meet or exceed minimum qualifications. The College employs five educational administrators, and 25 classified management/classified confidential employees to support the mission of the College. (ER.010)

6. Operational Status

The institution must be operational, with students actively pursuing its degree programs.

Taft College has operated continuously since 1922. Students engage in transfer preparation as well as degree and/or certificate attainment. The College offers a comprehensive range of associate degrees, transfer degrees, certificates, basic skills courses, and career and technical programs to meet the needs of both students and the community it serves. ([ER.011](#))

7. Degrees

A substantial portion of the institution's educational offerings must be programs that lead to degrees, and a significant proportion of its students must be enrolled in them.

Degree and certificate options at Taft College are designed to meet students' diverse goals. The College offers 47 degrees, of which 12 are California State University (CSU) Transfer Degrees including the Associate of Arts-Transfer Degree (AA-T) and the Associate of Science-Transfer Degree (AS-T), as well as 26 certificates of achievement and 22 locally approved certificates. The College schedules degree and program course offerings in a pattern that allows students to meet their educational goals in a timely fashion. ([ER.012](#)) ([ER.013](#))

8. Educational Programs

The institution's principal degree programs must be congruent with its mission, must be based on recognized higher education field(s) of study, must be of sufficient content and length, must be conducted at levels of quality and rigor appropriate to the degrees offered, and must culminate in identified student outcomes. At least one degree program must be of two academic years in length.

The degrees and certificates offered by Taft College are congruent with its mission. The principal programs lead to an Associate of Arts (AA), Associate of Science (AS), and Associate Degree for Transfer that facilitates transfer to a university after a student completes 60 units. The College also offers degrees and certificates of achievement in many career or technical fields leading directly into employment. The College catalog and website list all degree and certificate programs, as well as program and course descriptions. Certificate programs listed in the catalog include each program's objective. Programs have identified student outcomes and are at least two academic years in length. ([ER.014](#))

9. Academic Credit

The institution must award academic credits based on generally accepted practices in degree granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements must provide appropriate information about the awarding of academic credit.

Taft College policies regarding transfer and awarding of credit are specified in the College catalog. Credit for courses is based on the "Carnegie unit," which assumes that each student earns one unit based on the completion of 18 hours of in-class and out-of-class work. Each Taft College course is of sufficient length and content to comprise its unit assignment, consistent with Title 5, section 55002.5 of the California Administrative Code. ([ER.015](#))

10. Student Learning and Achievement

The institution must define and publish for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it must demonstrate that students who complete programs, no matter where or how they are offered, achieve these outcomes.

Taft College defines and publishes student outcomes for each of its programs, both in the College catalog and online. Comprehensive course-level assessment reports are posted online and are updated as programs complete their assessment cycles. SLO assessment data is also published in annual program reviews. SLOs have been developed for all courses offered within the past two years. Systematic assessments are in place no matter the mode of delivery of course offerings. ([ER.016](#)) ([ER.017](#)) ([ER.018](#))

11. General Education

The institution must define and incorporate into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component must include demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education must have comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education. See the Accreditation Standards, II.A.3, for areas of study required for general education.

The College has defined through its philosophy of general education (GE) the meaning of a liberal arts education. This philosophy is incorporated into all of its degree programs as a component of general education. General education has specific learning outcomes that include critical analysis, communication skills, natural sciences, arts and humanities, social and behavior sciences, as well as lifelong learning. The rigor of these courses are appropriate for higher education. BP 4025 outlines the philosophy of General Education for Taft College. ([ER.019](#)) ([ER.020](#))

12. Academic Freedom

The institution's faculty and students must be free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution must maintain an atmosphere in which intellectual freedom and independence exist.

The WKCCD is committed to the principle that institutions of higher education operate for the common good and not to further the interest of either the individual instructor or the institution as a whole. The common good depends upon the free search for truth and its free exposition. In order to assure the academic integrity of the teaching-learning process, faculty distinguish between personal conviction and professionally accepted views in a discipline, presenting data and information fairly and objectively.

The free expression of ideas is limited only by the principles of fairness, respectful expression, and careful differentiation between fact and opinion. No limitations are placed upon study, investigation, presentation, or interpretation of facts and ideas. Students have the opportunity to study controversial issues and divergent viewpoints. Academic employees are obligated to protect a student's right to freedom of inquiry, even when the conclusions of such inquiry differ from those of the employee. Taft College Board Policy 4030 on academic freedom is posted on the Taft College website. Additionally, the College catalog contains the policies and procedures regarding academic freedom. ([ER.021](#)) ([ER.022](#))

13. Faculty

The institution must have a substantial core of qualified faculty with full-time responsibility to the institution. The core must be sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.

As of fall 2014, Taft College employed 54 full-time faculty. Faculty members hired by Taft College meet the minimum requirements for their discipline in accordance with Education Code and Title 5

regulations as detailed in Board Policy 7120. Faculty members have a clear understanding of their responsibilities in the development, review, and assessments of curriculum as outlined in the *Faculty Handbook*. ([ER.023](#)) ([ER.024](#))

14. Student Services

The institution must provide for all of its students appropriate student services that support student learning and development within the context of the institutional mission.

Taft College offers services that support students with learning needs and intellectual development within the context of the College's mission, regardless of location. Services are described in the College catalog, in online orientation, and in the Steps to Success brochure. Student Services have identified learning outcomes for programs with student surveys as a means of gathering data to assess opportunities for continuous improvement. ([ER.025](#)) ([ER.026](#)) ([ER.027](#))

15. Admissions

The institution must have adopted and must adhere to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

The adopted admissions policies are consistent with the College's mission: identifying the qualifications of students appropriate to their programs. The Taft College admission policy is located in the College catalog. Statements regarding student qualifications for admission, admission requirements for students transferring credit, international students, and high school students can also be found in the catalog. Admissions information includes residency rules,

advanced placement, and acceptance in the College-Level Examination Program (CLEP). ([ER.028](#))

16. Information and Learning Resources

The institution must provide, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

The Taft College Library provides learning resources and services to support its mission and instructional programs in various formats to meet the needs of its students. The physical and electronic library material has greatly increased over the past two years to assist students and faculty. Material selection guidelines are provided in the Library Collection Development Policy which was approved by the Board in February 2015. Holdings include 150,000 electronic books, 13,000 print books, 1,600 multi-media items, subscriptions to 30 print periodicals, and subscriptions to 45 databases providing access to thousands of magazine and journal articles. As a member of WorldCat Libraries, Taft College participates in interlibrary loan of print and electronic resources. ([ER.029](#)) ([ER.030](#))

17. Financial Resources

The institution must document a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

Taft College's funding base, financial resources, and plans for financial development are adequate to support the District mission, student learning programs and services, institutional effectiveness,

and financial stability. The WKCCD Board of Trustees approves the tentative and final budgets each year. In addition to the District's funding base, the Taft College Foundation supports the District in the attainment of educational, scientific, and cultural goals and in fulfilling the District's mission. ([ER.031](#)) ([ER.032](#))

The annual District budget serves as a financial plan for all District entities and is broadly distributed. District budgets are available on the District website. General, restricted, and categorical funds are identified in the budget development process to support instructional programs and student services. The annual budget identifies revenues, revenue sources and amounts, and detailed descriptions of budgeted revenue and expenditures by fund. In 2009-2010, the Board established an irrevocable trust to address its Other Post-Employment Benefits (OPEB) obligation. The Retirement Board of Authority, a board appointed by the WKCCD Board of Trustees, is responsible for overseeing the Futuris Public Entity Investment Trust. ([ER.033](#)) ([ER.034](#))

18. Financial Accountability

The institution must undergo an audit annually and make available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The institution must submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant who has no other relationship to the institution for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. An applicant institution

must not show an annual or cumulative operating deficit at any time during the eligibility application process.

As a community college district and public entity, the WKCCD is required to have an annual audit of financial statements. The District contracts with an independent audit firm to conduct the annual audit. The District makes each final audit report available to the public with all other annual reports.

A typical annual financial audit consists of the following:

1. Pre-audit conference between the Executive Vice President of Administrative Services, the Director of Fiscal Services, and the independent audit firm
2. Interim fieldwork consisting of compliance elements and internal control testing
3. Year-end fieldwork consisting of drafting the District's financial statements and testing the balance sheet accounts
4. Receipt and review of the independent audit firm's report
5. Acceptance of the independent audit firm's report by the Board of Trustees and submission to the State of California and the California Community College Chancellor's Office

The certified audit report is sent to the appropriate oversight agencies as required. Annual audit reports, Futuris Public Entity Investment Trust statements, and Proposition 30 Disclosure statements are available online at the College website. ([ER.035](#))

19. Institutional Planning and Evaluation

The institution systematically must evaluate and make public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution must provide evidence of planning for improvement of institutional

structures and processes, student achievement of educational goals, and student learning. The institution must assess progress toward achieving its stated goals and make decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation.

The Taft College Governance Council, through its Strategic Planning Committee, has developed a cyclical and sustainable process that is central to integrated planning, evaluation, and resource allocation. Each program participates in an annual program review facilitated by the IAR&P Office. All administrative areas participate in the annual program review process as well. ([ER.036](#))

SLOs have been identified at the course, program, and institutional levels and are assessed on a regular basis. SLO data is housed in an eLumen system for review and analysis. SLO data and student achievement data are provided to each program for inclusion in the annual program review process and form the basis for improvement planning. Resource allocation decisions reflect the goals identified through the program review process. ([ER.037](#))

In addition to the planning and program review process, Taft College is guided by its Educational Master Plan. The College mission is at the center of the Educational Master Plan, which informs all other College plans. The Educational Master Plan and all other plans are available by accessing the link on the IAR&P website of the College website. ([ER.038](#))

20. Integrity in Communication with the Public

The institution must provide a catalog for its constituencies with precise, accurate, and current information about the college in

general, requirements, major policies affecting students, and documentation.

Catalog information is available at the Taft College website under the student link. The catalog contains all policies affecting students. Policies can also be accessed online at the District website link under About Us - Offices and Administration. ([ER.039](#)) ([ER.040](#))

21. Relations with the Accrediting Commission

The institution must provide assurance that it adheres to the eligibility requirements and accreditation standards and policies of the commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the commission to carry out its accrediting responsibilities. The institution must comply with commission requests, directives, decisions and policies, and must make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the commission to impose a sanction, or to deny or revoke candidacy or accreditation.

Taft College ensures that it adheres to all eligibility requirements, accreditation standards, and policies of the commission as outlined in Board Policy 3200. The District complies with requests, directives, decisions, and policies including publishing all required reports and communications from the Accrediting Commission for Community and Junior Colleges. ([ER.041](#))

The Taft College catalog includes a general statement of accreditation in the President's Message, as well as a description of the College, degrees and certificate programs, and policies and procedures. The IAR&P webpage has a direct link to the college

accreditation reports from 2003 to the present, and a link to the ACCJC website. ([ER.042](#)) ([ER.043](#))

The inside front cover of the College catalog provides information about the accreditation status of Taft College, details about how to contact ACCJC, and a link to the ACCJC website. ([ER.044](#))

Both the Accreditation Steering Committee and the Governance Council have affirmed, based on the self study report in support of reaffirmation of accreditation, that Taft College continues to comply with all eligibility requirements.

We certify Taft College continues to comply with all eligibility requirements for accreditation.

Billy White
President of the Board of Trustees, Taft College

Dr. Dena Maloney
Superintendent/ President, Taft College

Certification of Continued Institutional Compliance with Commission Policies

1. Policy on Distance Education and on Correspondence Education

All learning opportunities provided by accredited institutions must have equivalent quality, accountability, and focus on student outcomes, regardless of mode of delivery.

- *Development, implementation, and evaluation of all courses and programs, including those offered via distance education or correspondence education, must take place within the institution's total educational mission.*
- *Institutions are expected to control development, implementation, and evaluation of all courses and programs offered in their names, including those offered via distance education or correspondence education.*
- *Institutions are expected to have clearly defined and appropriate student learning outcomes for all courses and programs, including those delivered through distance education or correspondence education.*
- *Institutions are expected to provide the resources and structure needed to accomplish these outcomes and to demonstrate that their students achieve these outcomes through application of appropriate assessment.*
- *Institutions are expected to provide the Commission advance notice of intent to initiate a new delivery mode, such as distance education or correspondence education, through the substantive change process.*

- *Institutions are expected to provide the Commission advance notice of intent to offer a program, degree or certificate in which 50% or more of the courses are via distance education or correspondence education, through the substantive change process. For purposes of this requirement, the institution is responsible for calculating the percentage of courses that may be offered through distance or correspondence education.*
- *Institutions which offer distance education or correspondence education must have processes in place through which the institution establishes that the student who registers in a distance education or correspondence course or program is the same person who participates every time in and completes the course or program and receives the academic credit. This requirement will be met if the institution verifies the identity of a student who participates in class or coursework by using, at the institution's discretion, such methods as a secure log-in and password, proctored examinations, other technologies and/or practices that are developed and effective in verifying each student's identification. The institution must also publish policies that ensure the protection of student privacy and will notify students at the time of class registration of any charges associated with verification of student identity. 34 C.F.R. § 602.17(g).*

The development, implementation, and evaluation of all courses and programs at Taft College require an examination of the appropriateness of the course and/or program within the mission statement. Courses and programs offered through distance education and correspondence formats follow the same process and procedures as courses and programs offered solely through face-to-face formats. ([PR.001](#))

Taft College maintains oversight and approval of all courses and programs offered under the College names regardless of delivery mode. Courses authorized for distance education received separate approval from the Curriculum Committee. The Board of Trustees approves development and offerings after the courses and programs have gone through the appropriate oversight process and upon recommendation from the College Superintendent/President. ([PR.002](#)) ([PR.003](#))

SLOs at the course and program levels must be submitted to the Curriculum Committee along with the Course Outlines of Record. Submission of program applications also requires the submission of Program Level Student Learning Outcomes (PSLO). This requirement applies to all courses regardless of delivery mode. The Technical Review Committee (TRC) and SLOASC discuss the appropriateness and measurability of SLOs and PSLOs for courses and programs offered in distance education formats. Recommendations derived from these discussions are communicated to the appropriate Division Chair for action.

Taft College employs a Distance Education Coordinator, Integrated Technology Support Technician, and a Taft Correctional Institute (TCI) Instructional Aide. Resources for distance education include course management systems (CMS) of ETUDES and MOODLE. ([PR.004](#))

Student achievement of outcomes through distance education is assessed throughout each semester using a variety of assessment types. Methods of assessment types are recorded in the Course Outline of Record (COR) for each course. SLO documents may include alternative assessment types as appropriate. Analysis of the achievement of students in courses offered through distance education is conducted as part of the program review process and

other institutional achievement monitoring reports. ([PR.005](#)) ([PR.006](#)) ([PR.007](#)) ([PR.008](#))

Taft College uses secure sign-on and passwords for student authentication in the approved online learning management systems. Additionally, faculty members are encouraged to use preventative measures to ensure academic integrity for distance learning courses. Assessments are designed to be frequent, varied, and authentic to the application of learning. Instructors become familiar with students' writing styles through online discussions and other writing assignments. Distance learning instructors rely on interactive discussions, writing assignments, quizzes, capstone projects, group work, and online exams (if appropriate) for student assessment and academic integrity. Instructors are encouraged to use multi-faceted assessment strategies rather than high stakes proctored exams. Verification of student identity incurs no additional charges. ([PR.002](#)) ([PR.009](#)) ([PR.010](#))

Proctored examinations may be required by instructors. Taft College offers on-site proctoring services through the testing center. Students may also take proctored tests at other locations. Proctors at other locations require approval prior to administration of the test or examination. The approval process is published on the distance education homepage. ([PR.011](#)) ([PR.012](#))

Taft College publishes policies that ensure the protection of student privacy. Published Board policies and administrative procedures define the protections of student privacy as does the Family Education Rights and Privacy Act (FERPA). These policies and procedures apply to students taking courses regardless of delivery format. Additionally, privacy statements specific to the course management systems are published on each program's respective homepage. ([PR.013](#)) ([PR.014](#)) ([PR.015](#)) ([PR.016](#)) ([PR.017](#))

Taft College went through the substantive change process to offer distance education in 2011. In the course of the self evaluation process, the College recognized that some sections of courses had been offered in a correspondence format. Therefore, the College is in the process of submitting a substantive change notification to the ACCJC. ([PR.018](#)) ([PR.019](#))

Taft College follows the defined process for determining whether a substantive change submission is required. The accreditation liaison officer sends a brief description of program changes to the ACCJC office for screening. The brief description includes the percentage of program offerings available through the distance education format. The substantive change process is followed when the need is established through the screening process.

Two programs required initiation of the substantive change process since 2011. The ACCJC was formally notified of intent to offer degrees in management and the direct support education. More than 50 percent of the courses within the two programs were available through distance education. The substantive change reports and approval of the substantive changes were completed in 2013. ([PR.020](#)) ([PR.021](#)) ([PR.022](#))

Taft College calculates the percentage of courses within programs that may be offered through distance education. The program submission requirements form includes a section requiring the calculated percentage of courses within the program that might be offered through distance education. Correspondence education comprises less than 50 percent of any program. ([PR.023](#))

2. Policy on Institutional Compliance with Title IV

As part of the Commission's eligibility review, there will be a review of loan default rates and negative actions taken by the U.S.

Department of Education regarding compliance of the institution with the requirements of Title IV of the HEA. In addition, the Commission will review information provided by the U.S. Secretary of Education when notified of negative action taken by the U.S. Department of Education regarding responsibilities under Title IV of the HEA. The Commission will determine if the information calls into question compliance with its Accreditation Standards and wherever any follow-up is needed. Excessive default rates in the student loan program may be cause for a special report or site visit.

Taft College complies with Title IV. Board Policy 5130 and Administrative Procedure 5130 require compliance with Title IV and detail the procedures to be followed to ensure compliance. Information about federal financial assistance is published in the College catalog on pages 36 through 41. The information is also available on the financial aid website. The College does not participate in student loan programs. ([PR.024](#))([PR.025](#))

3. Policy on Representation of Accredited Status

The following statements govern representations which can be made by an institution about its accredited status during eligibility review, and representations which must be made by institutions with candidate (preaccreditation) or accredited status. In addition, institutions on probation, show cause, or termination status must disclose that information to students and prospective students and in any publication where the institution makes reference to its accredited status.

An institution must post information for the public concerning its accredited status online, no more than one page (one click) from the institution's homepage. That information will include the representation of accredited status noted below, reports and documents concerning accreditation activities and related data

required to be available to the public, and information concerning programmatic accreditation.

C. Representation of Status by Accredited Institutions

Representations of accredited status should include and be limited to the following statement. Additional modifiers such as “fully accredited” are not appropriate since no partial accreditation is possible.

(Name of institution) is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, can be found at: www.accjc.org.

Taft College posts all reports and documents concerning accreditation activities and related data required to be available to the public, and information concerning programmatic accreditation under “About Us – Accreditation” on the College website. The statement regarding the accreditation status of the College is located immediately under the menu list. ([PR.026](#))

4. Policy on Institutional Degrees and Credits

An accredited institution conforms to a commonly accepted minimum program length of 60 semester credit hours or 90 quarter credit hours awarded for achievement of student learning for an associate degree and 120 semester credit hours or 180 quarter

credit hours for a bachelor's degree. Any exception to this minimum must be explained and justified.

An accredited institution must have in place written policies and procedures for determining a credit hour that generally meet commonly accepted academic expectations and it must apply the policies and procedures consistently to its courses and programs.

The College conforms to the commonly accepted minimum length of 60 semester credit hours and awards credit based on the federal definition of 'credit hour' and using the clock-to-credit-hour conversion following Title IV requirements. The academic year includes a minimum of 32 weeks of instruction allowing full-time students to complete 24 credit hours at 12 credit hours per semester. ([PR.027](#)) ([PR.028](#))

5. Policy on Institutional Integrity and Ethics

Accredited institutions, or individuals acting on their behalf, must exhibit integrity and subscribe to and advocate high ethical standards in the management of its affairs and all of its activities dealing with students, faculty, staff, its governing board, external agencies and organizations, including the Commission, and the general public.

Board policies and administrative procedures set the standards and practices to ensure the integrity and ethical behaviors of the College community. In recognition of possible grievances, the College publishes information and processes to file, investigate, respond to, and appeal decisions related to grievances. Information on these processes may be found, as appropriate to the type of grievance, in the *Student Handbook*, the human resources department, the administrative services office, the student services departments, and on the College website. Evidence that the College upholds

integrity and ethical behaviors may be seen in the documentation kept in each of the aforementioned areas. ([PR.029](#)) ([PR.030](#)) ([PR.031](#)) ([PR.032](#)) ([PR.033](#))

The College, in its relationship with the ACCJC, cooperates fully, honestly, and honorably, through complete, accurate, and honest disclosure of information required by the ACCJD. The College responds to and complies with ACCJC requests, directives, decisions, and policies. ([PR.026](#))

6. Policy on Contractual Relationships with Non-Regionally Accredited Organizations

When an institution contracts certain functions to a related entity, the institution is responsible to the Commission for presenting, explaining, and evaluating all significant matters and relationships involving related entities that may affect accreditation requirements and decisions at the time of eligibility review, candidacy review, initial accreditation, educational quality and institutional effectiveness review, follow-up and special reports, and all other times deemed relevant by the Commission. Although a related entity may affect an institution's ongoing compliance with the Accreditation Standards, the Commission will review and hold responsible only the applicant, candidate, or accredited institution for compliance with the Accreditation Standards. The Commission will protect the confidential nature of all information submitted by the institutions or by related entities except as otherwise required by law or other Commission policies.

If an institution is part of a district/system with shared facilities or processes (e.g., library) or centralized information (e.g., strategic plan), the institution may use documents prepared by the district/system in its report to the Commission.

The accredited institution's obligation to report any changes in control, legal status or ownership through its substantive change process also applies to related entities.

Board Policy 4500 defines the partnership of the College with WESTEC. Taft College contracts with WESTEC to provide instruction on vocational job skills courses. WESTEC is a non-profit 501(c)(3) educational cooperative offering short and long-term training programs in a wide variety of subject areas. A crosswalk shows the courses offered through Taft College with instructional delivery performed by WESTEC employees. The contract with WESTEC is negotiated annually, approved by the Board of Trustees, and is available for review in the Business Services Office. ([PR.034](#)) ([PR.035](#))

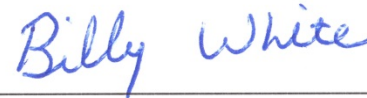
7. Policy on Student and Public Complaints against Institutions

The Commission requires that each accredited institution have in place student grievance and public complaint policies and procedures that are reasonable, fairly administered, and well publicized. A complainant filing a complaint with the Commission should demonstrate that a serious effort has been made to pursue all review procedures provided by the institution.

Board Policies and Administrative Procedures define the College's student grievance and public complaint practices. Policies and procedures are posted on the College website with print copies available on request through the Superintendent/President's Office. Grievance procedures are published in the catalog, the *Student Handbook*, and on the website. Information on how to file grievances with the ACCJC is posted on the accreditation information webpage. ([PR.036](#)) ([PR.037](#)) ([PR.033](#)) ([PR.038](#)) ([PR.026](#))

Documentation on administration of grievance procedures are housed in the appropriate administrative office. Documentation of student grievances may be viewed in the office of the Vice President of Student Services. Public grievances may be viewed in the Office of the Superintendent/President.

We certify Taft College continues to comply with all Accrediting Commission Policies for Accreditation.



Billy White
President of the Board of Trustees, Taft College



Dr. Dena Maloney
Superintendent/ President, Taft College

Evidence: Preface**Introduction**

- PRE.001 [WESTEC Website Link](#)
- PRE.002 [Safety Passport Webpage Link](#)
- PRE.003 [WESTEC Contract](#)
- PRE.004 [Curriculum Agenda – Sample IES Course update](#)
- PRE.005 [Strategic Action Plan pg. 17 and 18](#)
- PRE.006 [October 17, 2014 Board Meeting Agenda](#)
- PRE.007 [Charlie Beard Family Trust Lease Agreement](#)
- PRE.008 [Summer 2015 Schedule of Classes](#)
- PRE.009 [Accreditation Webpage Link](#)
- PRE.010 [Accreditation Steering Committee Minutes](#)
- PRE.011 [Email to the Campus – Self Evaluation Draft](#)
- PRE.012 [Board Minutes – Approval of Self Evaluation June 10, 2015](#)

Compliance with Eligibility Requirements

- ER.001 [2015/2016 Taft College Catalog \(Inside Front Cover\)](#)
- ER.002 [Taft College Catalog Page 6](#)
- ER.003 [Strategic Action Plan](#)
- ER.004 [Technology Master Plan](#)
- ER.005 [Facilities Master Plan](#)
- ER.006 [Governance Guide](#)
- ER.007 [Board Meeting Minutes January 2015 Page 3](#)
- ER.008 [Board Policies Website](#)
- ER.009 [Board Policy 3100](#)
- ER.010 [Org Chart Self-Evaluation Preface Page Ix](#)
- ER.011 [Taft College Catalog – Lists of Degrees and Certificates](#)
- ER.012 [College Catalog Page 62](#)
- ER.013 [Link to Counseling Webpage](#)
- ER.014 [College Catalog](#)
- ER.015 [College Catalog Page 4](#)
- ER.016 [College Catalog](#)
- ER.017 [Student Learning Outcomes Webpage](#)
- ER.018 [IR Website – Program Review](#)

- ER.019 [Board Policy 4025](#)
- ER.020 [College Catalog Page 42](#)
- ER.021 [Board Policy 4030](#)
- ER.022 [Taft College Catalog Page 7](#)
- ER.023 [Faculty List for Fall 2014](#)
- ER.024 [Faculty Handbook Page](#)
- ER.025 [College Catalog](#)
- ER.026 [Link to Online Orientation](#)
- ER.027 [Student Services Survey Data 2012/2013](#)
- ER.028 [College Catalog Page 9](#)
- ER.029 [Board Minutes February 2015](#)
- ER.030 [WorldCat Agreement or Board Item](#)
- ER.031 [Board Minutes June 2014](#)
- ER.032 [Link to Foundation Website](#)
- ER.033 [Link to Budgets on TC Website](#)
- ER.034 [RBOA Agenda 2014](#)
- ER.035 [Link to Audit and other disclosures on Website](#)
- ER.036 [IAR&P Program Review](#)
- ER.037 [Governance Council Minutes for Resource Allocation – Spring 2015](#)
- ER.038 [Link to IAR&P website – Planning](#)
- ER.039 [College Catalog Link](#)
- ER.040 [About Us – Policies And Administration Link](#)
- ER.041 [Board Policy 1200](#)
- ER.042 [Welcome 2015 President’s Message – College Catalog Page 2](#)
- ER.043 [IAR&P Accreditation webpage](#)
- ER.044 [Inside front cover of catalog](#)

Compliance with Commission Policies

- PR.001 [Distance Learning Approval Form](#)
- PR.002 [AP 4105](#)
- PR.003 [Distance Learning Approval Form](#)
- PR.004 [Distance Learning Website Link](#)
- PR.005 [Sample COR STAT 1510](#)
- PR.006 [SLO Template showing different Assessment types](#)
- PR.007 [DE Program Review](#)
- PR.008 [Equity Plan](#)

PR.009	MOODLE FAQ	PR.024	BP 5130
PR.010	ETUDES FAQ	PR.025	AP 5130
PR.011	TC Testing Center information	PR.026	Accreditation website link
PR.012	Proctor selection and approval procedures	PR.027	BP 4020
PR.013	BP 3300	PR.028	AP 4020
PR.014	BP 5040	PR.029	BP 2715
PR.015	AP 5040	PR.030	AP 2710
PR.016	FERPA notice	PR.031	AP 2712
PR.017	ETUDES privacy statement	PR.032	BP 3050
PR.018	Substantive Change Proposal: Distance Learning	PR.033	Student Handbook
PR.019	ACCJC Approval of Distance Learning	PR.034	BP 4500
PR.020	Substantive Change Report: Management	PR.035	WESTEC crosswalk
PR.021	Substantive Change Report: Direct Support Education	PR.036	Policies and Procedures site
PR.022	ACCJC Approval of Direct Support Education and Management	PR.037	Catalog
PR.023	Program Submission Requirement Form	PR.038	Student Grievance Policy



Taft College's extensive tutoring program has a proven record of enhancing student success.



Standard I

Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

IA. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

IA1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary

The educational purpose, intended student population, and commitment to student learning are clearly defined in the Vision, mission, and Values statements of Taft College. The College regularly reviews and updates its Mission Statement on a three-year

cycle. The Mission Statement was last reviewed in 2014. The Mission Statement succinctly defines the Institutions' broad educational purposes, its intended student population, and the primacy of student learning. ([IA.001](#)) ([IA.002](#)) ([IA.003](#))

The Mission Statement reads:

Our Mission

Taft College is committed to creating a community of learners by enriching the lives of all students we serve through career technical education, transfer programs, foundational programs, and student support services. Taft College provides an equitable learning environment defined by applied knowledge leading to students' achievement of their educational goals.

To fulfill its Mission, Taft College offers 47 degrees and 48 certificates, with a wide range of student support services, to support the goals of an increasingly racially and ethnically diverse student population, as shown in the Student Demographics section of the Introduction to this report. ([IA.004](#))

The majority of incoming students at Taft College are academically unprepared: 88 percent place below transfer level English reading, 86 percent place below transfer level English writing, and 99 percent place below transfer level math. Although the vast majority of students are assessed at below transfer level English and math, about 76 percent of students indicate their academic goal is to earn a certificate or degree or transfer to a four-year university, as shown in the Introduction of this report. Consequently, a large part of the mission at Taft College is to prepare students for transfer-level coursework. ([IA.005](#)) ([IA.006](#))

Taft College's Mission Statement emphasizes learning through career technical education, transfer programs, foundational programs, and student support services. The Mission Statement reflects the California Community Colleges' (CCC) Mission Statement while taking into account the diverse educational needs of Taft College's students. The College's Educational Master Plan (EMP) and Strategic Action Plan (SAP) follow directly from the Mission Statement. Student learning and achievement are central to Taft College's Vision and Values:

Our Vision

Taft College instills a passion for learning, leading to success for all.

Our Values

- Students and their success
- A learning community with teaching excellence

- An environment conducive to learning, fairness, dialogue, and continuous improvement
 - A communicative, collaborative, collegial, and respectful culture
 - A partnership of students, faculty, support services, and community
 - Innovation, diversity, creativity, and critical thinking
 - Academic, financial, personal, and professional integrity
 - Employees and their professional development
 - A transparent, accessible, participative governance structure
- ([IA.007](#)) ([IA.008](#)) ([IA.009](#))

In fall 2014, Taft College engaged in a campus wide process to review the College's Vision, Mission, and Values. This process provided the opportunity to gather input from all constituents throughout the campus community. The resulting Vision, Mission, and Values statements were initially drafted by the Strategic Planning Committee (SPC) of the Governance Council (GC), which is the primary participative governance body at Taft College. The draft statements were sent out for comment across the campus before being finalized by the GC in December 2014. The West Kern Community College District (WKCCD) Board of Trustees (BOT) approved the new Mission, Vision, and Values statement in January 2015. ([IA.010](#)) ([IA.011](#)) ([IA.012](#)) ([IA.013](#))

The Mission Statement is fully incorporated into the program review process, which also places student learning at the center of the process. A component of the annual program review process requires programs to enumerate goals for the upcoming one to five years. If these goals require resources, the program must specify which institutional goal in the College's SAP is most appropriate for the proposed program goal and how that goal will be measured. This goal-linking process ensures that all program goals, and thus all resource requests, are directly linked to the College's mission and are centered on student learning. ([IA.014](#)) ([IA.015](#))

Taft College evaluates the effectiveness of its Mission Statement by a variety of means. Since each program has goals that are linked to the Mission Statement and Strategic Action Plan goals, program evaluation becomes a tool to evaluate how well the Institution is achieving its mission. The program evaluation process provides student achievement outcome and Student Learning Outcome (SLO) data to the programs, which are in turn used for the annual program review updates. Likewise, Taft College uses a variety of other data sources such as the Community College Survey of Student Engagement (CCSSE), which is conducted every three years; the CCCC Student Scorecard (formerly the Accountability Report for Community Colleges Report), tutoring effectiveness data; grant program effectiveness data; and several institution-set standard indicators that have recently been identified to monitor student progress and attainment of educational goals. ([IA.016](#)) ([IA.017](#))

To ensure that noninstructional programs are achieving their mission, each noninstructional program is required to have a Mission Statement that is consistent with the College's Mission Statement. Every year, the noninstructional programs collect data on self-developed "Program Effectiveness Measures" that are then used in their annual program reviews to identify areas where improvement might be needed. ([IA.015](#)) ([IA.018](#))

Starting in spring 2014, Taft College began administering an Institutional Effectiveness Survey of the College community that collects data on all noninstructional programs. These data are used to supplement the Program Effectiveness Measures data so that both qualitative and quantitative data are used to evaluate all programs.

The Taft College Mission Statement is scheduled to be reviewed in a comprehensive manner once every six years with "mini reviews" in the intervening three-year period. However, the Mission Statement

can be reviewed at any time when the mission of the school or the constituents served by the College change. As the community of learners evolves, the mission must evolve as well, adapting to changes in ways that ensure success. Likewise, any other major change impacting the school can serve as an impetus to review the Mission Statement. ([IA.019](#)) ([IA.002](#))

The Taft College EMP serves as the foundation for all planning processes at the College, and the mission is used to guide all planning. The purpose of the EMP is to improve institutional effectiveness and to ensure the College's resources are used to achieve the goals of the Mission Statement and strategic directions. The annual planning and program process aligns with and informs the EMP, and is consistent with the mission of the College. ([IA.008](#))

The ultimate purpose of these processes and plans are to ensure that the College's student learning programs and services are aligned with its purposes, its character, and its student population.

Self Evaluation

Taft College meets this standard. The College's student learning programs and services are clearly aligned with its purposes, character, and student population through a deliberately designed and implemented hierarchal planning process that is both "top-down" through the Mission Statement and Strategic Action Plan and "bottom-up" via an annual program review and planning process linked to the College's mission and SAP at one end and resource allocation process at the other end. The student population is studied extensively, as is the potential student population and needs of the community during the development of the Mission Statement and Strategic Action Plan designed to move the College's mission forward. As mentioned earlier, all of these interacting components were purposely designed and implemented expressly

to achieve this alignment in a sustainable and useful way.

Actionable Improvement Plan

None.

IA2. The mission statement is approved by the governing board and published.

Descriptive Summary

Following a Campus wide process to review and update the College Mission Statement, the current Mission Statement was approved by the BOT in January 2015. The Mission Statement is extensively distributed to committees, published on the Taft College website, included in the catalog, and appears in numerous publications, brochures, and fliers. It is also posted in various locations on the Campus, and is incorporated in all planning documents. ([IA.020](#))

Self Evaluation

Taft College meets this standard. As mentioned in the Descriptive Summary, the Taft College BOT reviews the proposed Mission Statement on two separate occasions, allowing the Trustees time for reflection. The Board then discusses and votes on the Mission Statement. Likewise, the Mission Statement is extensively published in brochures, flyers, the College catalog and schedule of courses, online, and is posted around campus in hallways, classrooms, offices, and meeting rooms. It is also broadcast on video monitors in the library and the cafeteria.

Actionable Improvement Plan

None.

IA3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary

In the 2009 Self Evaluation Report, it was stated that Taft College would review its Mission Statement every year. Annual review proved to be problematic because, obviously, the College's primary mission cannot change every year. Consequently, it was agreed that the Mission Statement would be reviewed comprehensively every six years in conjunction with the update of the EMP. In the intervening three years, the Mission Statement is reviewed to see if it is still relevant and to determine if any modifications are necessary; minor modifications, such as the change of a single word, may be made at this time. During the comprehensive six-year review of the Mission Statement, the College conducts an extensive review of internal and external scan data relevant to the mission of the College. Input is sought not only from College faculty, staff, and administrators but from the community and students as well. ([IA.008](#)) ([IA.021](#)) ([IA.002](#)) ([IA.022](#))

The development of the EMP in spring 2014 resulted in the creation of broad recommendations for Taft College. The College revisited the Mission Statement and associated SAP in fall 2014, which lists the strategies on how the College will achieve its mission. The entire process was evaluated afterward to identify what worked well and what could be improved in the next iteration. ([IA.023](#))

Taft College's review of the Mission Statement within the context of the governance and decision-making processes is illustrated in the 2014 revision of the Taft College Mission Statement. In fall 2014, the College engaged in a campus wide effort to review and revise the Mission Statement, comprised of the vision, mission, and values.

The process began with a table-top exercise at the 2014 Fall Welcome Breakfast. Staff and members of the BOT broke into small groups and were asked to respond to a number of questions regarding the current Mission Statement. A wide range of ideas and responses were captured during the exercise and reported out to the group as a whole. ([IA.024](#))

These ideas and comments were transcribed and turned over to the SPC, a participatory governance committee of the Taft College GC. The SPC spent several meetings engaging in discussion regarding the campus input before drafting a revision to the then current Vision, Mission, and Values components of the Mission Statement. The draft was then shared with the broader GC, which discussed the proposed statements over a period of several meetings. Between meetings, members of the GC sought input regarding the draft from their constituent groups. ([IA.025](#)) ([IA.026](#)) ([IA.027](#))

After the GC finalized the draft of the Vision, Mission, and Values statements, the draft was shared electronically with the campus community for a three-week comment period. Further suggestions resulted from this process. In December 2014, the GC reviewed the suggestions that surfaced during the comment period and finalized the Vision, Mission, and Values statements. The final version was then submitted to the WKCCD BOT for two readings (December 2014 and January 2015). The new Mission Statement was approved by the Board and adopted as Board Policy at its January 14, 2015 meeting. ([IA.028](#)) ([IA.029](#)) ([IA.030](#))

Self Evaluation

Taft College meets this standard. The College reviews its Mission Statement every six years in a systematic, inclusive, and thorough way utilizing its participative governance structure. Input is sought from the community served by the College, as well. Shortly after the

exercise that took place during the fall 2014 Welcome Breakfast, several newer faculty who had not been at Taft College during the previous iteration of the development of the Mission Statement expressed gratitude to the facilitator of the exercise for the opportunity to participate in the development of the College's Mission Statement. Such feedback is additional evidence of Taft College's success at meeting this standard. ([IA.031](#))

When the accreditation self evaluation cycle changes from a six-year cycle to a seven-year cycle, Taft College may consider changing the length of its mission review cycle as well.

Actionable Improvement Plan

None.

IA4. The institution's mission is central to institutional planning and decision making.

Descriptive Summary

To ensure that the College mission is central to institutional planning and decision making, Taft College has incorporated the Mission Statement into all planning processes and documents. This includes long-range plan documents such as the EMP, Facilities Master Plan, and the Technology Master Plan. The mission is also incorporated in short-range planning processes such as the SAP and annual program review. The annual program review is linked at one end to the College's mission and at the other end to decision making and resource allocation.

Within the annual program review and planning process, all instructional and noninstructional programs must complete an annual plan that aligns the programs' goals with the goals of the

College. All program goals resulting from program review must be aligned with the College mission. Program goals requiring resources are identified and ranked by the program lead, the division chair, and the vice president with administrative responsibility for the program. ([IA.015](#))

Resource requests requiring personnel are further ranked by the Academic Senate (faculty positions) and the Classified Staffing Committee (classified positions). Nonpersonnel requests are scored by the GC using a rubric specified by the GC. The current rubric's primary criterion focuses on the linkage to the College Mission, strategic goals, and program needs. The resulting rankings are then referred to the superintendent/president for further review in conjunction with budget projections and available resources provided by the Budget Committee (BC).

Taft College's annual program review and planning process was implemented in fall 2010 and is now in its fifth cycle; the College has found the process to be an effective way to link the mission of the College to institutional planning, decision making, and resource allocation. ([IA.032](#)) ([IA.033](#)) ([IA.034](#))

Self Evaluation

Taft College meets this standard. As mentioned earlier, the annual

program review and planning process were specifically designed with the accreditation standards in mind: all program goals must align with the goals of the College as identified in the College's SAP. When resource requests are prioritized by the GC, a rubric with two facets is utilized. One of the facets assesses how well the request aligns with the mission of the College. The other facet involves demonstrated need for the resource. When this process was first implemented in 2010, there was some initial resistance primarily because faculty and staff engaging in the program review process did not understand how the details of the process fit into the context of the whole. However, after the first iteration, program leads in particular began to see the value of aligning the program resource requests with the goals of the College. At this time, the annual process is being modified to make it a true annual process as opposed to an 18-month process to further strengthen the alignment of program planning and resource allocation with the College's mission and goals.

Actionable Improvement Plan

To improve, fully implement the one-year annual program review and planning cycle.



Taft College's athletic programs attract outstanding students from around the country.

IB. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

IB1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary

Institutional effectiveness is achieved through gathering of data about student learning, analyzing this data in the context of institutional dialogue and discussion, and implementing systematic, evidence-based change to improve student learning. All institutional planning is centered on student achievement and learning and occurs in the context of ongoing and systematic evaluation for continued improvement.

Campus wide dialogue focused on student learning and evaluation data consistently occurs thorough a variety of participatory governance committees and is at the heart of the Taft College planning process. The College's committees hold frequent discussions on student learning, student achievement, student success metrics, and SLOs. These committees include the GC, the Academic Senate, the Student Learning Outcomes and Advisory and

Steering Committee (SLOASC), the Student Success Committee, Access Committee, and the Student Equity Committee. These committees are described in the Taft College Governance Guide which was created in fall 2014 through a collaborative process and reviewed by all constituent groups before being published on the Taft College website in March 2015.

The Taft College GC serves as the primary participative governance body of the College. Since May 2013, the GC has focused its annual retreat on the topic of student success, using the Completion by Design model as the framework for its work. For three consecutive years, the GC has established student success as its primary focus for planning. In 2013, the GC welcomed Dr. Laura Hope from Chaffey College as the guest speaker for its retreat. In 2014, the GC used the Completion by Design model to examine key momentum points in the students' experience at Taft College generating over 30 ideas and recommendations for improving student success outcomes. In February 2015, the GC invited Dr. Brad Phillips of the Institute of Evidence-Based Change as the retreat facilitator and focused on the effective use of data to effect change in improving student achievement and learning.

The GC also established the Student Success Committee and the Access Committee to further strengthen the opportunity for institutional dialogue regarding student success. These committees analyze data about student learning, and use these data to inform planning for improvement.

The annual program review process supports the continuous improvement of student learning and institutional effectiveness. The process includes a review of student achievement and SLO data, provided by the Office of Institutional Assessment, Research, and Planning (IAR&P). Noninstructional departments use data from the Institutional Effectiveness survey, the CCSSE, and other sources to

evaluate the progress of learning and student achievement. This process includes widespread dialogue about progress made, goals for the future, and decisions about how to best allocate resources to promote student learning.

Dialogue in participatory governance processes is at the core of institutional planning at Taft College. The development of the EMP was led by a Steering Committee representative of all constituent groups and informed by data about Taft College students, programs, and the needs of the community. The development of the SAP followed a similar format and process. These examples illustrate the Institution's strong commitment to institutional effectiveness based on collegial, self-reflective dialogue and the centrality of student learning. ([IB.001](#)) ([IB.002](#)) ([IB.003](#)) ([IB.004](#)) ([IB.005](#)) ([IB.006](#))

Self Evaluation

Taft College meets this standard. To further strengthen Institution wide dialogue regarding student learning, the College is exploring an annual campus wide dialogue day focused on institution level SLOs across the curriculum. This will create an opportunity for broad discussion that will result in campus wide strategies for improvement in student learning.

Actionable Improvement Plan

To improve upon ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes, and implement the annual dialogue day focused on developing, implementing, and evaluating strategies to improve student learning.

IB2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution

articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary

In spring 2014, Taft College initiated the development of an EMP which included a comprehensive review of internal and external scan data, the development of a set of broad institutional recommendations, a review of the College's Mission Statement, Vision, Values, and Goals, and the development of a new SAP with measurable objectives, outcomes, and organizational champions. During the development of the EMP, the College community was provided with numerous opportunities to submit suggestions and ideas for the future direction of the College. These activities were facilitated by consultants from the College Brain Trust, a consulting company that has facilitated the development of numerous California Community College EMPs. The planning process culminated in a new EMP and SAP that are aligned with the current educational needs of the community served by Taft College. The resulting institutional goals were approved by the GC in December 2014 and by the BOT in January 2015. ([IB.007](#)) ([IB.008](#)) ([IB.009](#)) ([IB.010](#)) ([IB.011](#))

Taft College's 2014-2024 EMP includes recommendations from five broad areas: (1) student learning and success; (2) student access; (3) business, industry, and community; (4) facilities and infrastructure; and (5) institutional planning and effectiveness. Each of these areas within the EMP has numerous recommendations developed through a comprehensive, collaborative process by Taft College community members. The recommendations are given on pages 66 and 67 of the EMP. The strategies to achieve those

recommendations are given in Taft College's 2015-2016 to 2017-2018 SAP on pages 8 to 22. ([IB.012](#)) ([IB.013](#))

Taft College demonstrates its commitment to achieving identified goals in a variety of ways, including the annual program review process. On an annual basis, departments analyze learning and achievement data and establish new goals and objectives that support the College's strategic plan. Each department must base its objectives and activities on learning and achievement that connect to one of the College's strategic goals in order for its resource request to be included in the prioritization process.

The Student Success and Access Committees are also committed to moving the College toward achieving its goals in regards to student success and community access to higher education. The Student Success and Access Committees evaluate various data sets relevant to their tasks of facilitating student success and access; gaps are identified, strategies to close the gaps are identified, resources are allocated, and those strategies are implemented. Each year, these committees identify goals they wish to achieve in the upcoming year. At the end of each year, the committees, as required by their charters, evaluate their performance in achieving their goals. The committee goals are nested under the larger goals identified in the College's SAP. ([IB.014](#)) ([IB.015](#))

In addition to the institutional goals developed through the EMP process and annual planning, Taft College has also implemented institution-set standards. The process for setting the standards began with an acknowledgment by the campus community that goals and standards are two entirely different things: goals identify targets for student performance outcomes that the College desires to achieve, whereas standards identify student performance outcomes that are minimally acceptable and, if student performance drops below that threshold, designated actions are

triggered to investigate the cause of the substandard performance and what further action should be taken to address the issue. At its GC meeting in February 2014, the College identified six outcome measures associated with institution-set standards:

- Student Retention
- Course Success
- Student Persistence
- Student Remediation
- Student Accumulation of 30 Units
- Student Completion

([IB.016](#)) ([IB.017](#))

Each of these measures will be disaggregated by the appropriate variables including, but not limited to, (1) whether students were college prepared, (2) gender, (3) age, (4) race/ethnicity, (5) disability status, (6) discipline, (7) program, and (8) delivery mode. The GC agreed to implement a method called the "80% rule" for determining whether disproportionate impact is occurring. If any of the subpopulations in the disaggregated data fall below 80 percent of the highest performing subpopulation, further investigation into the cause of the disproportionate impact is conducted. Consequently, the institution-set standards are established using the 80 percent rule. The data are made available to the programs and various committees during the fall in-service as part of the annual program review process.

Upon implementation and further discussion by the GC and Strategic Action Planning Committee, the total number of institution-set standards was reduced to four shorter-term metrics. ([IB.018](#)) ([IB.019](#)) ([IB.020](#)) ([IB.021](#)) ([IB.022](#))

Self Evaluation

Taft College meets this standard. The Institution sets goals to improve its effectiveness, consistent with its stated purposes as derived by the College's Mission Statement. The College articulates its goals clearly in its EMP and states the objectives derived from them in measurable terms within its SAP. Baseline measures of the institution-set standards are identified and made available via various means so that the degree to which the institution-set standards and aspirational goals are achieved can be determined and widely discussed. The College community develops these goals through a collaborative and inclusive process and works collaboratively toward their achievement via annual program review and planning and through committee activities aimed specifically at achieving the SAP goals and objectives.

Although processes are in place, there is always room for improvement of those processes. Specifically, Taft College is developing more systematic and automated ways of monitoring and sharing data used to inform decision making. Also, resources must be made available to develop a centralized location for monitoring progress toward achieving the goals identified in the SAP. These improvements are moving forward with the introduction of a new webpage located on the IAR&P website along with the institution-set standard metrics and other SAP measures. Likewise, descriptions of the activities related to those measures will be on the IAR&P website to make this information easily accessible to the campus community.

Actionable Improvement Plan

To strengthen the efforts to achieve the SAP goals and other goals associated with student access and success, continue to develop the interactive calendar on the College's research website that allows

easy monitoring of student access and success metrics.

IB3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Descriptive Summary

Taft College's strategic planning process employs an ongoing and systematic cycle of evaluation and process improvement to determine effectiveness and progress of the College's stated objectives. Institutional and unit planning have become an integral aspect of the College's culture characterized by consistent, collegial participation from administrators, faculty, staff, and student representatives on multiple shared governance committees. [\(IB.023\)](#) [\(IB.024\)](#) [\(IB.025\)](#)

Taft College's SAP identifies the College's high level goals, each of which is operationalized by measurable objectives. Each objective has associated outcomes, and all objectives have identified organizational champions responsible for moving the goals forward and reporting on the progress for each goal.

The SAP goals are linked to the annual program review process, which connects planning to decision making through the use of resource requests. The entire process is evaluated for its effectiveness once each year. Since the annual program review and planning process was first implemented in fall 2010, several relatively minor changes have been made. For example, data were initially provided in PDF files. However, program leads wanted to be able to analyze their own data. Consequently, data were provided

to program leads on Excel spreadsheets. Likewise, program review forms were initially made available on PDF fillable forms. Although this worked well for the most part, several people indicated they would prefer web forms for entering their program review data. As a result, the PDF forms were abandoned for web forms. After using the web forms, many program leads realized that the PDF forms were more versatile, portable, and easier to use. Consequently, the PDF forms were reintroduced. Likewise, minor changes have been made in the How-to Guide for Program Review, clarifications on instructions, and new or simplified fields were added to the forms. One of the new fields was a “fast track” field for program goals that needed to be expedited as opposed to going through the 18-month program review cycle. The “fast track” process proved to be somewhat of a “band aid” on a process that was initially intended to be one year. Currently, the SPC has proposed that the “annual” process, which actually takes 18 months, be shortened into a true annual cycle. The proposal was approved by the GC in May 2015, and will be implemented starting in the fall of 2015.

The SPC is currently discussing how to revise the data presented to the College programs to focus more on student success and further strengthen the linkage between student learning, student achievement, the College’s mission, and resource allocation. It is expected these changes will be implemented in fall 2016. ([IB.026](#)) ([IB.027](#)) ([IB.028](#))

At the end of each academic year, the GC and its sub-committees are required to review their charters and evaluate their effectiveness on how well they are achieving their stated objectives as identified in their charters. One example of a change introduced as a result of these evaluations is the way in which items can be placed on the agenda of the GC. The GC charter was modified to clarify how items are placed on the agenda and by whom. ([IB.004](#))

Shortly before its last comprehensive site visit in 2009, Taft College implemented an “Administrative Programs Effectiveness Survey” that surveyed the campus community on the perceived effectiveness of the following offices and departments:

- Bookstore
- Fiscal Services
- Food Service
- Human Resources
- Information Technology Services
- Institutional Assessment, Research and Planning
- Maintenance and Operations
- Office of Administrative Services
- Office of Instruction
- Office of the Superintendent/President
- Office of Student Services
- Student Learning Outcomes Support

The questions for each office and department were developed by each individual office or department with guidance from IAR&P; all questions were designed to ascertain how well each department was achieving its stated mission. The survey was conducted each year for several years and the results were used by each office and department in their annual program review. In 2012, the survey was discontinued in lieu of having each department identify and collect data on primary measures of departmental effectiveness, referred to as Program Effectiveness Measures. ([IB.029](#))

Over time, it was found that the Program Effectiveness Measures alone were not sufficient to provide the larger context for evaluating institutional effectiveness. Consequently, a revised Institutional Effectiveness Survey was implemented in 2014 that followed the earlier model of the Administrative Programs Effectiveness Survey. The questions for each department and office

were revised, an additional “program” was added (the Taft College Foundation), and the survey was conducted in March and April of 2014 and again in April and May of 2015. The results from the surveys are used in each department’s annual program review to improve effectiveness of each program. ([IB.030](#)) ([IB.031](#)) ([IB.032](#))

Evaluations almost always contain quantitative data used mostly for summative analyses (i.e., How well did we do?) and qualitative data for formative analyses (i.e., what could we do better?). Qualitative data are collected in a variety of formats from a variety of sources, such as questionnaires and on-campus discussion. One example of the qualitative data collection is the open-ended questions used in the Institutional Effectiveness Survey (i.e., “How can this program be more effective at serving the campus community?”) The results are provided to each program and to the campus community, and are used as part of a comprehensive evaluation by the program undergoing review.

With the adoption of the institution-set standards, Taft College has another vehicle by which to assess its progress toward achieving its stated goals. When performance on the identified metrics for any subpopulation falls below the 80-percent standard, actions are taken and resources are allocated to boost the performance of the underperforming subpopulation. As performance in these subpopulations improves, overall institutional performance on these student achievement outcomes will also improve.

Self Evaluation

Taft College meets this standard. The College has a strong, viable EMP process coupled with a sustainable, functional Strategic Action Planning process. Both of these processes result in documented plans: The EMP and the SAP, respectively. The SAP lists a series of high level goals for the College, each of which is documented by one

or more metrics. The SAP also lists activities, timelines, and “champions” responsible for implementing the activities that will lead to the goal. Taft College has the mechanisms in place to assess progress toward achieving its stated goals and to make decisions regarding the improvement of institutional effectiveness. Assessment activities take place primarily in GC meetings and in off-site retreats where metrics and other outcome data are reviewed and decisions are made regarding activities related to SAP goals. An ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation is built into the process and described in the EMP, the SAP, the Planning Guide, and the How-to Guide for Program Review. All of these processes are evaluated using analyses of both quantitative and qualitative data derived from surveys conducted annually on the effectiveness of each of the subcommittees reporting to the GC, evaluations of retreats, and the built-in evaluation of the annual program review and planning process. ([IB.024](#))

Actionable Improvement Plan

To improve, the SPC will redesign and recommend the annual program review and planning process to begin and end in a one-year cycle as opposed to the current 18-month cycle.

To improve, the SPC will revise the annual program review and planning data set and program review forms to include data and fields that are more strongly linked to the recently identified SAP goals of the College. ([IB.033](#))

IB4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary

The planning processes at Taft College were designed and implemented to be broad-based, offer opportunities for input by appropriate constituencies, allocate necessary resources, and improve institutional effectiveness.

Two examples of improvements resulting from Taft College's evaluation processes are (1) changes in the GC charter and (2) changes in how potential substantive changes are identified and reported to the Accrediting Commission for Community and Junior Colleges (ACCJC). In the first case, an evaluation of the GC showed that it was difficult for someone not on the Council or on one of the Council subcommittees to place an item on the GC meeting agenda. The process was discussed within the Council, the Charter was updated to reflect the new process, and constituents were notified of the new process. In the second case, it was determined that the then current process for identifying potential substantive changes and starting the reporting process was not sufficient. Furthermore, it was determined that reporting of previously submitted potential substantive changes was not broad enough to adequately inform the campus community. Consequently, new identification and tracking processes for potential substantive changes were developed. The identification process was adopted by the Curriculum Committee and the tracking process was developed by the Vice President of Instruction (VPI) and the IAR&P Office. The tracking process consists of a spreadsheet to monitor programs for the percentage of distance learning courses to stay in compliance with the 50-percent rule, to report new transfer degrees, to report new programs, and to report new facilities. The spreadsheet and "Step 1" form is available online for all campus employees. ([IB.034](#)) ([IB.035](#)) ([IB.036](#)) ([IB.037](#)) ([IB.038](#)) ([IB.039](#))

The planning process has been memorialized in a *Planning Guide* distributed to and integrated among various participatory governance committees including the GC and its related committees. The *Planning Guide* is also available online. Participatory governance committees have active representatives from all constituencies including faculty, staff, and students. Agendas and minutes from participative governance committee meetings are posted and archived on the Taft College website. Final, approved plans are also posted online for easy access to all campus stakeholders. ([IB.024](#)) ([IB.002](#)) ([IB.040](#)) ([IB.041](#))

In 2014, to further support participation in planning and college governance, the superintendent/president called for the creation of a task force to develop a *Taft College Governance Guide*. The purpose of the Guide is to explain how the governance process works at Taft College, detail the committees and groups involved in governance, and provide the information needed to effectively participate in the governance process. ([IB.042](#))

The recommendation to create such a guide was supported by the GC. The task force consisted of representatives from the faculty, classified employees, managers, administrators, and students. The task force met throughout the fall 2014 term to develop the Guide, which was then reviewed by all constituent groups and published in March 2015. The Guide will be reviewed and updated on an annual basis. ([IB.002](#))

Taft College's annual program review process is evidence of the College's practice to ensure broad-based participation in planning. Every program on campus conducts an annual program review where resources relating to student success and learning are requested. All program resource requests, which are linked to Institutional goals, are ranked by the program lead conducting the program review. The program review reports are then reviewed and

further ranked by division chairs and vice presidents before they are sent to the GC for a final ranking of nonpersonnel resource requests and recommendation for funding. Program review resource requests for faculty are forwarded to the Academic Senate, which has its own process for prioritizing position requests. Likewise, resource requests for classified personnel are forwarded to the Classified Staffing Committee, which also has its own process for prioritizing classified positions. ([IB.043](#))

The GC ranks the resource requests by scoring each request using a rubric with two dimensions: (1) demonstrated need within the annual program review and (2) its alignment with the strategic goals of the College. Before the final scoring process takes place, the GC members discuss the resource requests with their constituents to guide their scoring. The scores from each individual GC member are averaged to produce the final rankings, which are then forwarded to the Superintendent/President as a set of recommendations as to which resource requests should be funded. At the same time, the GC recommendations are reviewed by the BC, which determines potential sources of funding for each request. The prioritization processes used by the Academic Senate and Classified Staffing Committee are similar to the process used by the GC. In all cases, the prioritized resource requests are forwarded to the Superintendent/President for review and a final decision. ([IB.044](#))

The Superintendent/President reviews the resource request prioritizations from the GC, Academic Senate, and Classified Staffing Committee along with budget information before making a final decision as to which resource requests will be included in the budget the following year.

Beginning in fall 2013, the College began developing an enhanced model for its planning processes referred to as the Integrated Planning Model (IPM). The IPM is designed to foster a higher level

of integration of several existing planning processes such as the EMP and Strategic Planning processes, the annual program review process, the comprehensive program review process, the annual SLO assessment process, and the Institutional Student Learning Outcomes (ISLO) process. Each of these processes in turn is synchronized with the six-year accreditation cycle. ([IB.045](#)) ([IB.046](#)) ([IB.047](#))

Self Evaluation

Taft College meets this standard. The College planning processes are broad-based, offering opportunities for input by appropriate constituencies by two primary means. First, the EMP and Strategic Action Planning processes include the entire College community via representatives at retreats and by requesting feedback through the dissemination of draft plans. Second, the annual program review and planning process is driven by the programs, which again includes the entire College community as every employee of the College is part of an instructional program or an administrative unit that undergoes annual program review. The resulting collaboratively developed SAP serves as the umbrella for unit plans, referred to as program plans at Taft College, and program goals are linked to institutional goals within the program plans. Allocation of resources leading to improvements of institutional effectiveness is driven in part by resource requests linked to the College's program plans. All resource requests above and beyond base funding are prioritized as appropriate by program leads, division chairs, vice presidents, the Academic Senate, the Classified Staffing Committee, and finally the GC, which uses a scoring rubric currently with two dimensions: (1) demonstrated need for the resource and (2) alignment with institutional goals.

Although the process described above works, there has been discussion regarding the large amount of variance in types and

amounts of resources requested by programs. The SPC, whose charter includes making recommendations regarding the improvement of the annual program review and planning process, is currently discussing how the scoring of program resource requests by program leads, division chairs, and vice presidents might be standardized by using a rubric similar to the one used by the Academic Senate to score requests for faculty positions and by the GC to rank order nonpersonnel requests. ([IB.048](#))

Actionable Improvement Plan

To improve, the SPC should refine the process by which program leads, division chairs, and vice presidents rank or score resource requests so as to strengthen the linkage between student learning, student achievement, the College's mission and strategic plan, and resource allocation.

IB5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary

All assessment results collected by Taft College are documented and made available to the campus community through a variety of ways. In particular, all annual program review results including resource requests and SLO results are compiled into documents and made available on the College website and in a variety of committee meetings. Additionally, many reports and links to those reports are communicated to the campus community via the campus e-mail system. ([IB.049](#)) ([IB.050](#))

Taft College has always made use of the Accountability Reporting for Community Colleges (ARCC) annual report within its program

review and strategic planning processes, and more recently has adopted the statewide Scorecard measures as the basis of the College's institution-set standards. The Scorecard information is presented annually to the BOT, and has been presented at various committee meetings including the GC and the Academic Senate. Information on the Scorecard metrics is supplemented by additional, more detailed information such as performance on the measures broken down by ethnic and age group and by semester. The results of these analyses are utilized by faculty, staff, and administrators to plan and evaluate the program and to assure constituents of the quality of Taft College's programs and services. The IAR&P Office works with other offices on campus to generate reports on specific programs and populations such as Title V and other grant subpopulations of students. The results of these reports are widely distributed through the same channels including the IAR&P website and through committees. Results on SLOs are included with the fall annual program review data on CD to all program leads and to the campus community via the planning website. Additionally, Taft College faculty can request SLO reports at any time from the SLO Coordinator or learning outcomes technician, and SLO reports are available through the campus eLumen software. ([IB.051](#)) ([IB.052](#)) ([IB.053](#)) ([IB.054](#))

Self Evaluation

Taft College meets this standard. The College uses documented assessment results to communicate matters of quality assurance to the public in a variety of means. The College maintains a website of SLO results and of program review reports where this information is posted to the public.

Actionable Improvement Plan

None.

IB6. *The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.*

Descriptive Summary

To assess the effectiveness of planning processes, the College administers the program review evaluation and the GC self evaluation survey annually and qualitatively evaluates the planning and resource allocation processes. ([IB.055](#)) ([IB.056](#))

The planning and resource allocation processes have been systematically reviewed every year since their full implementation in 2009 and twice prior to that when it was first being developed. Evaluation is a component of the annual program review process consisting of open-ended questions regarding the process. The resulting data are reviewed by the SPC at the start of each program review cycle. Any potential problems with the process are discussed and proposed solutions are taken back to the GC as recommendations, where they are further discussed, modified if necessary, and implemented in the next cycle of program review. ([IB.057](#))

The GC annually evaluates its effectiveness in achieving its stated purposes, as called for in its charter. The evaluation is conducted by means of a survey of Council members at the end of each spring semester. The results are compiled and reviewed by the SPC over the summer, which makes recommendations to the Council members at the start of the fall semester, along with results of the evaluation. The evaluation currently consists of two parts: (1) effectiveness in achieving its charter and (2) adherence to guiding principles. Each part consists of multiple questions derived directly from the charter of the GC. There are also two open-ended

questions: (1) “What does the Governance Council do well that could serve as model for other committees?” and (2) “What could the Governance Council do better to more effectively achieve its purpose?” Likewise, all retreats are evaluated in a similar fashion. The most recent GC retreat in spring 2015 was evaluated on four areas:

1. How effective was the retreat in achieving the stated *purpose*?
2. How effective was the retreat in achieving the stated *anticipated outcomes*?
3. In regards to the *format* of the retreat, please rate how strongly you agree with each item.
4. Please rate how much you agree with the following statements regarding the *logistics* of the retreat.

There were also three open-ended, qualitative questions:

1. What is the one most important thing you learned that you believe will help support effective use of data at Taft College?
2. What are one or two most important things you hope the College will do as a result of this retreat?
3. Based on this retreat, what suggestions do you have for future retreats?

The results from the questionnaires are compiled and presented to the GC as an agenda item for discussion and action. ([IB.058](#))

Feedback from the evaluation of Taft College’s planning processes supports continuous improvement and strengthens the Institution’s planning processes. Based on feedback and evaluation data regarding the program review process, the following improvements have been implemented:

- “Planning Days” were created during in-service to provide faculty and staff more time to collaborate and discuss program review reports.
- The charter of the GC was modified several times to clarify ambiguous phrasing and how agenda items are brought forth.
- Issues of importance to the College were identified so that workshops and additional training could be offered to Taft College faculty and staff involved with program review.
- The annual program review data format was modified to make it more accessible to program leads and others analyzing the data.
- The annual program review form fields were modified to add a “fast track” flag.
- The annual program review “How-to Guide” was modified to clarify the review process.

Self Evaluation

Taft College meets this standard. Taft College systematically reviews and modifies, as appropriate, all parts of the planning and review cycles at the institutional and program levels, thus assuring effectiveness of its ongoing planning and resource allocation processes. The Taft College IAR&P Office accomplishes this through a variety of means including a built-in evaluation component in the annual program review and planning process, systematic evaluations of the subcommittees nested under the GC (SPC, BC, Access Committee, Student Success Committee, Campus Safety and Security Committee, and the Technology Committee), and evaluations of the processes used to develop the EMP and SAP. Likewise, retreats and workshops are also evaluated with the objective of identifying more effective ways of achieving institutional effectiveness. As a result of these evaluations, numerous modifications to the College’s planning processes have

been implemented, and several experts have been brought to the campus to speak on the topics of student success and the analysis of data. Among the speakers were Dr. Laura Hope from Chaffey College on “Lessons on Student Success: Practices at Chaffey College,” Dr. Robert Johnstone on the “Completion by Design Model,” Dr. Manuel Pastor on the impact of community demographics on student success, and Dr. Brad Phillips on the use of data to improve institutional effectiveness. ([IB.059](#)) ([IB.060](#)) ([IB.061](#)) ([IB.062](#))

Actionable Improvement Plan

None.

IB7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary

Taft College utilizes a variety of evaluation mechanisms to collect evidence about the effectiveness of its programs and services. Ongoing systematic reviews are essential in determining the effectiveness of instructional programs, student supportive services, the library, and other learning support services. These reviews ensure that all College operations adhere to the College’s mission statement and spirit of continuous improvement. Systematic reviews also facilitate the Institution’s ability to increase, improve, and support student learning. The evaluation mechanisms have been the topic of discussion with the GC and SPC and have evolved as a result of those discussions, as identified below. ([IB.063](#)) ([IB.064](#))

Program Review

Program review at Taft College is a systematic, cyclical process for evaluating program effectiveness and improving student learning. Each year, the program review process is evaluated to ensure that the process is effective and supports planning at Taft College. The program review process is detailed in the Taft College How-to Guide for Program Review. The program review timeline is included in the IPM and is published on the IAR&P website. The IAR&P Office supports the program review process by providing consistent data on an annual basis to all programs, consulting with program leads in completing program reviews, supporting the upload of program review information to the online system, and publishing the annual program reviews into a single, College wide document. The program review report forms used for data collection contain two open-ended questions regarding the program review process. The qualitative data collected from those two questions are reviewed by the SPC once a year and recommendations for improvements to the process are made to the GC.

Assessment of Institutional Learning Outcomes/Program SLOs and Course SLOs

Included with the annual program review and planning data provided to program leads each fall are data on SLOs within the programs. Reports on various aspects of SLOs are generated from eLumen and those reports are provided on a CD and via the program review website hosted by the Research and Planning Office. Questions on course, program, and institutional level SLOs are incorporated into the annual program review. Programs respond by answering the questions and by generating a Section Improvement Plan (SIP) that is entered into the eLumen database and later aggregated into course improvement plans. The same evaluation mechanism used for annual program review and

planning is also used to evaluate the SLO assessment process: qualitative data are collected and reviewed by the SLO Coordinator, who is a standing member of the SPC. The results of the evaluations are used to improve the SLO reporting process. For example, as a result of the evaluations, the SPC recommended to the GC that the annual program review form fields relating to SLO analysis be simplified. The questions on the form are now designed to collect data on course and program levels with a section for an overall summary of findings. ([IB.065](#)) ([IB.066](#))

Assessment of Institutional Research Questions

The Taft College IAR&P Office supports the College by providing program review and planning data, coordinating the annual program review process, providing ad hoc data primarily for grant projects and other ongoing campus functions such as tutoring programs, and by providing data on SAP indicators including institution-set standards and Scorecard results. Data may be provided in a variety of means depending on the needs of the requestor. Requests are made via a downloadable, fillable PDF form that is submitted to the Research and Planning Office. All research requests are reviewed immediately and the requestor is notified and given a preliminary date when they can expect their request to be completed. Request forms are then moved to the IAR&P webpage into one of three folders: Pending, In Progress, and Completed. Before a request form can be moved into the "Completed" folder, it must be confirmed by the requestor as having met their needs. Requestors are also invited to comment on the process. These comments are used to improve the institutional research function at the College. For example, in the past several requestors indicated that the turnaround time was too slow to meet urgent needs. The Research and Planning Office responded by attempting to speed up turnaround times. However, this has proven difficult with recent staff changes and resignations. ([IB.067](#))

Assessment of Student Success

Student Success is measured by a number of indicators, including institution-set standards, SAP indicators, and Scorecard indicators, among others. The Student Success Committee was established in the fall of 2013. Consequently, an ongoing longitudinal record of tracking student success by this committee has yet to be established. Despite that, the Student Success Committee and the GC have reviewed the Scorecard data each year since the Student Success Committee was established, and the Scorecard data are used in part to create the EMP that includes recommendations regarding student success. Likewise, the SAP, as appropriate, leads off with a section on student success that uses Scorecard data as well as institution-set standards. Evaluation of the process by which the institution-set standards were initially set revealed that the metrics as first conceived were not optimal. As described on page xxv of the Preface, the SPC subsequently recommended a revised set of institution-set standards that focused more on leading indicators that were conceptualized as the foundation upon which all subsequent metrics would be built: namely, course success rates. This realization resulted primarily out of discussions following the off-campus retreat conducted by Dr. Brad Phillips on February 27, 2015. As described in the Preface, these retreats are evaluated on a variety of factors. The choice of having Dr. Phillips present resulted from an evaluation showing the need for increased institutional understanding on the use of data. ([IB.068](#)) ([IB.069](#))

Student Engagement

Taft College has been conducting the CCSSE every third year since spring 2007. Prior to that, the College conducted the Noel-Levitz Student Satisfaction Inventory (SSI). The results from these surveys are shared with the GC and are available for use by various departments for their annual program review and planning. Prior to

the implementation of the most recent SAP, several of the CCSSE indicators were used as measures for the College's Strategic Plan. ([IB.070](#))

Ad Hoc Research Requests

Much of the data provided to the campus community by the IAR&P Office is of the ad hoc nature. Ad hoc requests can be submitted by anyone on campus, as described in Standard IB6. Many of the ad hoc requests are follow ups to questions raised by instructional program review data, grant outcome or grant application data, tutoring program evaluations, or special projects being conducted by the Student Success Committee, the GC, or other committees or departments on campus. The IAR&P Office is evaluated once a year on its effectiveness by means of the Institutional Effectiveness Survey, conducted for most administrative units on campus. The IAR&P Office reviews these survey results in conjunction with the SPC and Superintendent/President's Office to identify where improvements can be made to increase the effectiveness of the institutional research and planning function. ([IB.065](#)) ([IB.071](#))

Departmental Meetings

Departments evaluate their programs annually and brainstorm various ways to enhance learning and achievement outcomes for students. During these meetings, new ideas are presented and plans of action are established. Departments such as Student Support Services meet weekly to discuss, assess, and evaluate the effectiveness of a multitude of their programs and services. Departments may provide their own data or request ad hoc data from the IAR&P Office, as described earlier. In turn, noninstructional departments are evaluated for their effectiveness using data from the Institutional Effectiveness Survey, conducted annually.

Self Evaluation

Taft College meets this standard. All instructional programs, student support services, library, and other learning support services participate in an annual review and a comprehensive review every five years. Career and Technical Education (CTE) programs must undergo an extensive and rigorous review every two to three years. The annual program review and planning process has a built-in component of evaluation, the data from which are reviewed by the IAR&P Office as well as the SPC for the purpose of identifying areas where the annual program review process can be improved to better meet the needs of the College community. Likewise, the EMP process and the Strategic Action Planning process are both evaluated. As demonstrated in earlier standards, these evaluations have resulted in numerous minor and some major changes to the processes.

Actionable Improvement Plan

None.

Evidence: Standard I**Standard IA**

- IA.001 [Mission, Vision and Values Statement](#)
- IA.002 [Integrated Planning Model – Strategic Action Plan Page 7](#)
- IA.003 [Governance Council Minutes – Mission Statement Discussion](#)
- IA.004 [Catalog](#)
- IA.005 [Report from Testing Center – Joe’Il Chaidez](#)
- IA.006 [CCSSE](#)
- IA.007 [California Community College Mission Statement](#)
- IA.008 [Educational Master Plan](#)
- IA.009 [Strategic Action Plan](#)
- IA.010 [Governance Council Charter – Governance Guide Page 34](#)
- IA.011 [Governance Council Meeting Minutes – November 2014](#)
- IA.012 [Email to Campus for Comments](#)
- IA.013 [Board Meeting Minutes Page 3](#)
- IA.014 [Annual Program Review Goal Form](#)
- IA.015 [Program Review How to Guide](#)
- IA.016 [Program Review CD Content](#)
- IA.017 [CCSSE](#)
- IA.018 [List of Non-Instructional Program Effectiveness Measures](#)
- IA.019 [Institutional Effectiveness Survey](#)
- IA.020 [Board Minutes – January, 14, 2015 Page 3](#)
- IA.021 Governance Council Binder – Available in President’s Office
- IA.022 [Welcome Breakfast – Mission, Vision, Values Exercise](#)
- IA.023 [Strategic Action Plan Evaluation](#)
- IA.024 [Welcome Breakfast Fall 2014](#)
- IA.025 [Strategic Planning Committee – Minutes – SEP 2014](#)
- IA.026 [Strategic Planning Committee Agenda](#)
- IA.027 [Governance Council Minutes SEP 2014](#)
- IA.028 Board Meeting Minutes [December 2014](#) and [January 2015](#)
- IA.029 [Email to Campus for Comments](#)
- IA.030 [Board Policy 1200](#)
- IA.031 Personal Communication from Dave Reynolds to Eric Bérubé
- IA.032 [Program Review evaluation results](#)
- IA.033 [Budget Committee Charter – Governance Guide page 39](#)

- IA.034 [Program Review Timeline Graphic-Governance Guide Page 18](#)

Standard IB

- IB.001 [Meeting Agendas and Minutes from Governance Council Sub-Committees – Available Online](#)
- IB.002 [Governance Guide](#)
- IB.003 [Governance Council Minutes November 2014](#)
- IB.004 [Charters for Committees – Appendices in Governance Guide Page 34](#)
- IB.005 [Institutional Effectiveness Survey](#)
- IB.006 [CCSSE](#)
- IB.007 [Internal and External Scans – Educational Master Plan Page 16 & 44](#)
- IB.008 [Governance Council Retreat Minutes – EMP Goals discussion](#)
- IB.009 [Contract with Collaborative Brain Trust](#)
- IB.010 [Educational Master Plan](#)
- IB.011 [Strategic Action Plan](#)
- IB.012 [Educational Master Plan Pages 66 and 67](#)
- IB.013 [Strategic Action Plan Pages 8 – 22](#)
- IB.014 [Student Success and Access Committee Minutes](#)
- IB.015 [Student Success and Access Committee Evaluations](#)
- IB.016 [Institution Set Standards](#)
- IB.017 [Governance Council Minutes – March 2014](#)
- IB.018 [Strategic Planning Committee Minutes – 4 Institution Set Standards](#)
- IB.019 [Program Review CD Content](#)
- IB.020 [Student Equity Plan – 80% Rule](#)
- IB.021 [Institution Set Standards – Student Success Plan Page 39](#)
- IB.022 [EMP Development Retreat](#)
- IB.023 [Integrated Planning Model - Strategic Action Plan Page 7](#)
- IB.024 [Planning Guide](#)
- IB.025 [Graphic Depicting Planning Process – Governance Guide Page 18](#)
- IB.026 [Annual Program Review Form](#)
- IB.027 [Annual Program Review Goal Form](#)
- IB.028 [Program Review evaluation results](#)
- IB.029 [Strategic Planning Committee Minutes – May 4, 2012](#)
- IB.030 [Original Administrative Programs Effectiveness Survey](#)

- IB.031 [List of program effectiveness measures for each department - Example](#)
- IB.032 [New institutional effectiveness survey questionnaire](#)
- IB.033 [Strategic Planning Committee Minutes – Spring 2015](#)
- IB.034 [Changes to Governance Council – Mid-Term Report Page 9](#)
- IB.035 [Revised Governance Council Charter-Governance Guide Page 34-35](#)
- IB.036 [Form to Establish a Need for Substantive Change Review](#)
- IB.037 [ACCJC Substantive Change Checklist](#)
- IB.038 [Substantive Change Tracking Spreadsheet](#)
- IB.039 [Governance Council Minutes August 2013](#)
- IB.040 [Intranet-UserName: staff, PassWord: Cougar](#)
- IB.041 [IAR&P Planning Webpage](#)
- IB.042 [Governance Council Minutes-SEP 2014 Governance Guide Task Force](#)
- IB.043 [Program Review How to Guide](#)
- IB.044 [Budget Committee list of potential funding sources](#)
- IB.045 [Integrated Planning Model – Strategic Action Plan Page 7](#)
- IB.046 [Governance Council Minutes – Integrated Planning Model](#)
- IB.047 [Strategic Planning Committee Minutes – Integrated Planning Model](#)
- IB.048 [Academic Senate Ranking Sheet](#)
- IB.049 [IAR&P website links to IR reports](#)
- IB.050 [Campus website links to SLO reports](#)
- IB.051 [Institutional Research Dashboard](#)
- IB.052 [Board Meeting Minutes – Scorecard presentation Page 7](#)
- IB.053 [Institutional Research Webpage Dashboard](#)
- IB.054 [eLumen reports on Program Review CD and website](#)
- IB.055 [Program Review Evaluation Instrument – Section VI Page 7](#)
- IB.056 [Governance Council Evaluation Instrument – Governance Guide Page 47-48](#)
- IB.057 [Report from Prior Evaluation Cycle](#)
- IB.058 [Governance Council Minutes – Evaluation data presented](#)
- IB.059 [Dr. Laura Hope – Governance Council Retreat – Biography Flyer](#)
- IB.060 [Dr. Robert Johnstone – Email announcement](#)
- IB.061 [Dr. Manual Pastor – Event Flyer or announcement](#)
- IB.062 [Dr. Brad Phillips – Agenda for Retreat Feb 2015 Retreat](#)
- IB.063 [Institutional Effectiveness Survey](#)
- IB.064 [Institutional Effectiveness Survey Results](#)
- IB.065 [Program Review Evaluation Results showing recommendations for changes to SLO sections](#)
- IB.066 [Annual Program Review Form – Section 3](#)
- IB.067 [IAR&P Data Request Form](#)
- IB.068 [Governance Council Retreat Agenda](#)
- IB.069 [Governance Council Retreat Evaluation](#)
- IB.070 [2012 Strategic Action Plan – CCSSE results](#)
- IB.071 [Governance Council Minutes – Institutional Effectiveness Survey Results](#)



Taft College's popular "Star Parties" are well attended by students, faculty, and enthusiastic community members.



Standard II

Student Learning Programs and Services

The institution offers high quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

IIA. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this Standard are broadly applicable to all instructional activities offered in the name of the institution.

Taft College offers high-quality instructional programs in recognized fields of study that culminate in identified student outcomes, which lead to degrees, certificates, employment, or transfer to other

higher education institutions or programs consistent with its mission. The program review process is used to systematically assess instructional programs to assure currency, improve teaching and learning strategies, and achieve stated Student Learning Outcomes (SLO).

Additionally, Taft College offers a number of nontraditional instructional programs including sequences of basic skills program courses, the Transition to Independent Living (TIL) program, and academic skills preparation for individuals desiring to complete the General Education Development (GED) test. A list of program offerings is available in the Taft College Catalog. ([IIA.001](#))

These programs were developed under the mission of the College and are systematically assessed through program reviews as rigorously as instructional programs designed for degrees,

certificates, employment, or transfer.

It should be noted that the Automotive Program has been effectively suspended as of 2013-2014, through the closing of its substandard facility that was insufficient to support the program. With no alternative facility, classes are no longer offered and students in the program were advised on alternatives to complete their degrees. However, the College is now moving to follow its process to officially deactivate the program and file the appropriate substantive change request.

Similarly, the Welding Program had its substandard facility closed in spring 2012, and for lack of an alternative the College effectively suspended the program by no longer offering classes. Taft College explored an alternative to offer classes at the Taft Union High School facility but this solution proved impractical. The College leased facilities and began offering welding classes in summer 2015, and the degree will be offered again starting in the fall 2015 term. Appropriate substantive change requests are being made. ([IIA.002](#)) ([IIA.003](#)) ([IIA.004](#))

IIA1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Descriptive Summary

Board Policy (BP) 4020 states that all instructional programs will be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency ([IIA.005](#)). The policy further requires regular review and justification of programs along with consideration of job market, future innovations or trends, and other relevant information for vocational and occupational programs.

Administrative Procedure (AP) 4020 defines programs as, “An approved sequence of courses leading to a certificate or degree” ([IIA.005](#)). This definition expands in practice and includes sequencing of courses leading to transfer to another institution of higher learning, as required by Title 5, Section 55000. Under AP 4020, the Curriculum and General Education Committee (C&GEC) is responsible for reviewing and recommending programs to the Board of Trustees (BOT) for approval.

In keeping with Board Policy and Administrative Procedure, Taft College demonstrates that all instructional programs, regardless of location or means of delivery, meet the College mission and uphold its integrity through a variety of efforts.

Taft College conducts a broad, inclusive review of its Vision, Mission, and Values Statement on a regular basis as part of its integrated planning model. The mission of Taft College affirms, “Taft College is committed to creating a community of learners by enriching the lives of all students through career technical education, transfer programs, foundational programs, and student support services. Taft College provides an equitable learning environment defined by applied knowledge leading to students' achievement of their educational goals” ([IIA.006](#)). Discussions during the development of the current Mission Statement included consideration of the educational programming offered by the College ([IIA.007](#)). The current Mission Statement was approved by the BOT in January 2015 and will be reviewed again in three years.

Taft College maintains an Educational Master Plan (EMP) grounded in the mission, which was widely reviewed on campus before being approved by the BOT. The Strategic Action Plan (SAP) was developed to operationalize the needs and goals that were identified when creating the current EMP. ([IIA.008](#)) ([IIA.009](#))

A comprehensive review of the Course Outline of Record (COR) occurs on a two-year cycle for Career Technical Education (CTE) CORs and a five-year cycle for nonCTE CORs. Major revisions to CTE programs undergo additional review by the Central Valley Regional Consortium.

The identification of community needs occurs through advisory committees and examination of the state and local economic data reports. ([IIA.010](#))

Through program review, faculty plays a critical role in examining each course and program to reaffirm alignment with the College mission. The assessment of instructional programs is accomplished through the annual program review process, which begins in the fall semester and is finalized in the spring semester. The Office of Institutional Assessment, Research, and Planning (IAR&P) provides each program with detailed data regarding student achievement, SLOs, and other important information for use in the program review process. Program leads use the data to evaluate each program's success and needs in relation to established criteria. Plans for improvement of areas deemed deficit are established and requests for resources, such as professional development, are included in the program review documents. ([IIA.011](#))

BP 4020 states that the development of educational programs must involve College faculty and the Academic Senate, with the BOT holding authority over final approval ([IIA.005](#)). The C&GEC reviews all educational programs and makes recommendations to the BOT. ([IIA.012](#))

Operationally, the development of new programs usually begins at the division level with discussions of possible program changes. Such discussions stem from program reviews and events documented in the division throughout the year.

Alternatively, division members may be notified of new programs being discussed by agencies or institutions outside of the College, such as those programs initiated by the Transfer Model Curriculum (TMC) process and California's pilot bachelor's degree program for community colleges.

CTE programs utilize an advisory committee made up of members of the community, local industry, and the College. The advisory committee provides current professional information in the industry including hiring needs and standards, regulatory compliance, and best practices. This process helps to ensure the ongoing integrity of these College programs and provides discussions at the division level about new programs, suggestions for course and program improvement, or reasons for discontinuing courses and programs.

Regardless of the originating source, the process for ensuring that Taft College's instructional programs address the mission of the College begins within the divisions. The Division Chairs put forth program ideas to the Governance Council (GC) and the Academic Senate. The Academic Senate oversees the C&GEC, which reviews courses and programs, establishes prerequisites, and places courses within the appropriate discipline.

Upholding the integrity of the College includes ensuring that programs provide value to students and the community. The value of previously approved programs may decrease over time. When such programs are identified through the planning and evaluation processes or through the program review process the College implements AP 4020, which details criteria for discontinuation. ([IIA.005](#))

Self Evaluation

Taft College meets this standard through a variety of reviews, checks and balances, and planning processes as outlined above. These reviews and other processes are conducted for all programs regardless of location or means of delivery.

Actionable Improvement Plan

None.

IIA1a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary

Taft College identifies the educational needs of its student population through research and analysis of data from a variety of sources including internal and external scan data, Scorecard data, external surveys, and student surveys. Analyses of the data are used to inform institution-level plans to address identified educational needs of the students.

To meet the diverse and ever-changing needs of the service area, the College's delivery systems include traditional classrooms (face-to-face), online, hybrid, and specific correspondence classes for incarcerated persons at local prisons. The College offers various parts-of-term, late-start, half-term, and accelerated courses. The College routinely practices scheduling methods that involve

alternating the times courses are offered – e.g., day of week or time of day (morning, afternoon, evening). Faculty and the Office of Instruction determine the format and delivery method of all courses based on program reviews and other data. ([IIA.004](#)) ([IIA.011](#))

Taft College creates and uses a variety of reports to identify the educational needs of its students in relation to the population's diverse demographics and the economy of the communities it serves. The EMP includes analysis of needs based on comprehensive external and internal scans of data relating to the College and its students. Included in the EMP are the recommendations to address the needs identified through the analysis process. ([IIA.008](#))

The internal scan included research and analysis of student data beginning on page 16 of the EMP. Analyzed internal scan data included, among other variables ([IIA.008](#)):

- Enrollment Status
- Residency and City of Residence
- Day/Evening Status
- Student Credit Load
- Online/On-Ground Status
- Demographics

Other college-level plans include the Student Equity Plan (SEP), the Basic Skills Action Plan, and the Student Success Plan (SSP) ([IIA.009](#)). The EMP in combination with other institution-level plans provides a holistic analysis of the educational needs of the students and community.

The College assesses the educational needs of the community it serves. Both the SEP and AB 86 Adult Education Plan conducted a demographic analysis of the Taft College service area ([IIA.013](#)) ([IIA.014](#)) ([IIA.015](#)). These data were distributed and analyzed to

inform planning, institutional assessment, and program development. Data regarding the community includes regional, state, and national comparison data for:

- Age
- Race
- Employment
- Household income
- Educational attainment

Qualitative information is also used in determining the educational needs of the community served by the College. Advisory committees provide the College with valuable information regarding the employee skills and training needs expressed by employers ([IIA.068](#)). The Director of the Taft College Foundation frequently provides information about emerging community and employment education needs informally gathered through conversations with business and community leaders ([IIA.016](#)). Analysis and use of this qualitative information is reflected in the developed plans and activities across the College. Since 2009, the number and variety of program offerings at Taft College have nearly tripled as a result of the analysis activities.

Programs

Taft College meets the educational needs of its diverse student body through the variety of programs it offers. In its program offerings, The College constantly strives to offer a balance between transfer preparation programs and the skill-based programs needed by local industry in the CTE disciplines. The catalog contains 18 Associate of Science degrees, 17 Associate of Arts degrees, 12 Associate Degrees for Transfer, 26 certificates of achievement, 22 local certificates, and one certificate of completion. Taft College's

degrees and certificate offerings as of June 2015 are shown in the following two tables. ([IIA.001](#))

Table: Associate Degrees Offered at Taft College

Degrees
Accounting A.S.
Administration of Justice A.S.-T
Administrative Services A.S.
Anthropology A.A.-T
Art A.A.
Art History A.A.-T
Automotive Technology A.S.*
Business Administration A.A.
Business Administration A.S.-T
Court Reporting A.S.
Criminal Justice Administration A.S.
Criminal Justice Administration: Corrections A.S.
Dental Hygiene A.S.
Direct Support Education A.S.
Early Care, Education & Family Studies A.S.
Early Childhood Education A.S.-T
Energy Technology A.S.
Engineering A.S.
English A.A.
English A.A.-T
General Business A.S.
History A.A.
History A.A.-T
Industrial Health and Safety A.S.
Information Technology and Management A.S.
Kinesiology A.A.-T
Liberal Arts: Allied Health A.A.
Liberal Arts: Arts and Humanities A.A.

Degrees
Liberal Arts: Business and Technology A.A.
Liberal Arts: Communication A.A.
Liberal Arts: Health and Physical Education A.A.
Liberal Arts: Math and Science A.A.
Liberal Arts: Natural Science - Life Science A.A.
Liberal Arts: Natural Science - Physical Science A.A.
Liberal Arts: Social and Behavioral Sciences A.A.
Life Science A.S.
Management A.S.
Mathematics A.A.
Mathematics A.S.-T
Multi-Media Journalism A.A.
Physical Education A.A.
Physical Science A.S.
Psychology A.A.-T
Recreation A.A.
Sociology A.A.-T
Studio Arts A.A.-T
Welding Technology A.S.

* Currently Suspended in Catalog

Table: Certificates Offered at Taft College

Certificates
Accounting Certificate of Achievement
Administrative Services Certificate of Achievement
Administrative Services I Locally Approved Certificate
Administrative Services II Certificate of Achievement
Advanced Information Technology and Management Locally Approved Certificate
Assistant Teacher Locally Approved Certificate

Certificates
Associate Teacher in Early Care, Education, and Family Studies Certificate of Achievement
Automotive Brakes and Suspension Locally Approved Certificate*
Automotive Electricity & Electronics Certificate of Achievement*
Automotive Engine Performance Certificate of Achievement*
Automotive Engine Rebuilding Locally Approved Certificate*
Automotive Power Trains Certificate of Achievement*
Court Reporting Certificate of Achievement
Criminal Justice Administration
Dental Hygiene Certificate of Achievement
Direct Support Education Certificate of Achievement
Early Care, Education & Family Studies Certificate of Achievement
Early Intervention Assistant I Certificate of Achievement
Early Intervention Assistant II Certificate of Achievement
Energy Technology Field Tech Certificate of Achievement
Energy Technology Foundation Locally Approved Certificate
Energy Technology Industrial Health and Safety Certificate of Achievement
Energy Technology Petroleum Engineering/Geological Tech Certificate of Achievement
Energy Technology: Entry Level Certificate of Achievement
Gas Metal Arc & Flux Core Arc Welding Locally Approved Certificate
Gas Tungsten Arc Welding Locally Approved Certificate
Independent Living Skills Locally Approved Certificate
Industrial Health & Safety Midlevel Certificate of Achievement
Industrial Health and Safety- Entry Level Hazardous Materials Locally Approved Certificate
Industrial Health and Safety Foundation Certificate of Achievement
Information Management and Technology Certificate of Achievement
Information Management and Technology Locally Approved Certificate
Management Certificate of Achievement
Management Customer Service Locally Approved Certificate
Master Teacher in Early Care Education & Family Studies Certificate of Achievement

Certificates
Master Teacher: Infant Development Locally Approved Certificate
Master Teacher: School Age Care/Development Locally Approved Certificate
Master Teacher: Special Needs Locally Approved Certificate
Microsoft Office Applications Locally Approved Certificate
Petroleum Technology & Control Drilling V Locally Approved Certificate
Petroleum Technology Control & Drilling I Locally Approved Certificate
Petroleum Technology Control & Drilling II Locally Approved Certificate
Petroleum Technology Control & Drilling III Locally Approved Certificate
Petroleum Technology Control & Drilling IV Locally Approved Certificate
Pipe Code Welding Certificate of Achievement
Structural Code Welding Certificate of Achievement
Teacher in Early Care, Education, and Family Studies Certificate of Achievement
Welding Assistant/Helper Locally Approved Certificate

* Currently Suspended in Catalog

Programs Designed to Meet Identified Service Area Needs

The College offers several programs unique to the service area. These programs were designed to meet specific educational needs identified through the analysis of quantitative data and qualitative information gathered from a variety of sources, including advisory committees and the Taft College Foundation.

The Energy Technology Program was developed to address changing educational needs for employment in the petroleum industry. Taft College was contacted approximately five years ago about further meeting the need of skilled paraprofessionals who would bridge the gap between workers in the field and professionals such as engineers, geologists, and biologists working in the energy sector. The curriculum is industry driven and supports an active internship

program ([IIA.017](#)). Similarly, the College responded to area industry needs by developing and offering training curriculum to meet employment skills needs at water treatment facilities.

One of the most successful of the CTE programs is the Dental Hygiene Program. Students in this program have the highest success rate compared to any other program at Taft College. ([IIA.018](#))

The Industrial Health and Safety Program offered at Taft College also demonstrates commitment to local community needs. Many of the employees in the surrounding oil fields are required to take health and safety courses to certify that they are equipped with the safety training skills as outlined by the Occupational Safety and Health Organization (OSHA).

TIL is another unique program at Taft College. Through this program, students with intellectual disabilities participate in a carefully designed educational program to teach Independent Living Skills (ILS). During the 2013–2014 academic year, the TIL program issued the highest number of certificates to students at Taft College compared with the other certificate programs. In April, 2011, the College completed construction of a state-of-the-art Center for Independent Living (CIL) complex that provides 32 dorm rooms, a student lounge area, an expansive kitchen for cooking classes, and multiple smart classrooms for instruction. This facility was designed to meet the needs of students with intellectual disabilities. ([IIA.019](#)) ([IIA.020](#))

Transfer

During the past four years, Taft College has created 12 transfer degrees, two of which are currently awaiting approval from the California Community Colleges Chancellor's Office (CCCCO). This work is being done in the context of Senate Bill (SB) 1440 and SB

440. However, the College has created more transfer degrees than required to meet the needs of transfer students in the service area. The College also entered into an agreement with the University of La Verne to expedite transfer degree in early education majors, dovetailing the programs at Taft College and the University of La Verne. ([IIA.001](#)) ([IIA.021](#))

Pre-collegiate Coursework

Based on Accuplacer cut scores and state Scorecard data, Taft College recognized that a large proportion of its incoming students were unprepared for college-level English and math. To meet the needs of these students, the College offers foundational classes that provide a pathway for students to progress to college-level English and math. ([IIA.022](#))

Taft College offers open-entry, open-exit classes in English as a Second Language (ESL) for students not yet proficient in English. Students enrolled in ESL credit classes may be placed at one of four different levels (ESL 600s, 700s, 800s, or 900s) in which they may take both a reading and vocabulary course and a writing and grammar course. Taft College offers math courses that take students from knowledge of basic mathematics (Math 0230) or pre-algebra (Math 0240) to elementary Algebra (Math 1050) and intermediate Algebra (Math 1060). ([IIA.023](#))

For native speakers of English who need further preparation in reading comprehension skills, Taft College offers three different reading courses (Reading 805, 905, and 1005) that provide students with a foundation in reading strategies and vocabulary acquisition techniques. Additionally, students needing help in English composition can begin by taking English 800 and proceed to English 900 and English 1000, thereby receiving step-by-step instructions of how to compose sentences, paragraphs, and well-structured

essays that reflect the standard norms of proper English usage and mechanics. ([IIA.024](#)) ([IIA.025](#))

Based on data about student educational needs and effective strategies for improving student learning, Taft College secured grant funding to develop the Quest for Success (QFS) to promote student learning in foundational skills. Through the QFS grant, the College has developed accelerated classes, created a Basic Skills Counselor position, and established Faculty Inquiry Groups (FIGs). ([IIA.026](#)) ([IIA.027](#)) ([IIA.028](#))

The purpose of the QFS Grant is to increase success among all basic skills students through basic skills course integration, deeper analysis of placement test scores, and implementation of new technology in the classroom. The Academic Development Committee regularly discusses the implementation of the QFS project and the basic skills courses it serves and has completed a thorough investigation of what cut scores on the Accuplacer test correspond to the skills students will need in the courses in which they are placed. ([IIA.029](#)) ([IIA.030](#)) ([IIA.031](#))

The Academic Development Committee has also recognized that some students who place in basic skills courses may benefit from an accelerated pathway through the basic skills sequence of courses. Taft College has developed a pathway to meet these needs. For example, an ESL student beginning in ESL 600 will need only two semesters to complete the full ESL sequence, instead of four. Significant effort was placed on ensuring that the quality and rigor of these courses were not sacrificed compared to their full-length course counterparts. Student success reports have shown that students in these classes have done very well and are moving on to taking other classes at the College. ([IIA.036](#))

Recognizing the important role of student support and counseling, the QFS project includes a Basic Skills Counselor who addresses specific needs of unprepared students. This counselor helps students access learning support resources such as the Learning Center (LC), the Library staff, and the Disabled Student Programs and Services (DSP&S). Finally, the Taft College FIGs are designed to raise a campus wide dialogue between basic skills faculty and other faculty and staff on campus. Some of the FIG meetings have included presentations by faculty about how to increase student participation in class and how to create more accessible documents and PowerPoint presentations. ([IIA.032](#)) ([IIA.033](#))

Taft College serves the needs of students who do not have a diploma. The College has partnered with Taft Union High School and the CalWORKs Program to provide basic academic preparation for adults. Students are assessed at the beginning of the semester to determine their appropriate level of study and then receive instruction in the areas they need help. Once students reach a mastery level in a specific field, they receive a recommendation to schedule an appointment to take the GED test. ([IIA.034](#))

The College relies upon research and analysis to identify student learning needs, engages in ongoing research regularly conducted related to student assessment and achievement, and assesses student progress toward achieving stated learning outcomes.

A variety of plans and reports document the overview of student learning needs and progress towards achieving stated learning outcomes. The EMP identifies broad areas of educational needs. The SEP includes research and analysis of student progress in achieving learning outcomes at the course and program levels ([IIA.008](#)). The Basic Skills Action Plan includes analysis of student achievement of learning outcomes and progress through development course sequences ([IIA.035](#)). The QFS Grant annual

reports include analysis of student learning achievement resulting from changes to instructional methodologies and offering formats ([IIA.036](#)). The College uses the Scorecard data as well as internally collected data on student success, retention, persistence, and achievement of learning outcomes to inform course and program modifications ([IIA.037](#)). The Taft College Dashboard provides access to achievement data for use by the community. ([IIA.038](#))

The College engages in ongoing research related to student achievement. Taft College's IAR&P Office tracks student success, persistence, and remedial rates. The data from these reports are submitted to each division during the program review process. The program review process also includes analysis of SLO data that instructors submit for their courses ([IIA.039](#)) ([IIA.040](#)). Research on achievement of stated learning outcomes is ongoing and is documented through the program review process and in the minutes of Governance Council meetings and retreats, division meetings, and Strategic Planning Committee meetings. ([IIA.041](#)) ([IIA.042](#)) ([IIA.043](#))

Faculty and instructional staff regularly engage in research related to student achievement. Faculty and staff submit requests for data with analysis from the IAR&P Office. Responses to the requests are posted on the IAR&P website as well as sent to the request originator ([IIA.044](#)). Evidence of the use of this type of research and the ensuing reports are not well documented. The reports are typically retained by the report originator and may be retrieved by contacting the individual. The College continues to work on developing the capacity and process for storing such reports in an easily retrievable location. Currently, Division Chairs and program leads are contacted and asked to locate copies of research reports when the location is uncertain.

TIL: A Holistic Example

The Transition to Independent Living Program combines instruction and applied learning experiences with job skills training to support the needs of this specially identified student group. Learning and achievement outcomes of current students and program alumni are regularly and systematically analyzed. The results of the analysis inform improvement efforts and help identify and secure resources necessary for program improvement ([IIA.045](#)) ([IIA.047](#)). The recently piloted addition of a third-year experience provides a useful example of how the analysis results are used. The College recognized that graduates of the TIL program found it difficult to maintain the demonstrated level of independent behaviors after leaving the program. The College determined that an intermediate transition year might increase retention of habits of independence. The College sought and received a federal Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) Grant to pilot a third year of the program ([IIA.046](#)). Ten TIL students participate in the third year program designed to enhance employability and retention of program outcome. Employment opportunities included paid internships with Goodwill Industries, in which student learned retail sales skills while living in the community. Recognizing the value of paid internships for all students, a Social Responsibility Grant from Chevron was used to match nonTIL students with TIL students in the paid internships. Outcomes of this addition to the TIL program and to learning opportunities for nonTIL students are collected and analyzed. The results are not yet available, although early indications suggest the addition improves long-term outcomes for participants. ([IIA.048](#))

Self Evaluation

Taft College meets this standard. The College identifies and meets the wide variety of student needs through programs designed to be

consistent with their educational preparation. The IAR&P Office provides data and analysis to identify student needs and to assess progress toward achieving stated learning outcomes and student success standards established by the College.

Actionable Improvement Plan

None.

IIA1b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary

Taft College offers various delivery systems and modes of instruction to meet the objectives of the curriculum and the needs of the College's diverse students. The College has an off-site location in Shafter, California where it offers courses under an agreement with the Westside Energy Services Training and Education Center (WESTEC) for classes unique to the oil and criminal justice industries. Many WESTEC courses are short modalities – one-day and/or weekend courses that meet industry needs and are designed to specifically meet professional licensing or certification requirements by regulatory agencies. ([IIA.051](#))

Taft College has expanded its online offerings to meet the needs of a geographically and demographically diverse community ([IIA.008](#)) ([IIA.009](#)) ([IIA.049](#)). The population that Taft College serves is, to a large extent, a working student population spread over a large rural area. The College recognized a deficit existed for students with unstable (e.g., rotating shifts) or nontraditional (e.g., 11 p.m. to 7 a.m.) work hours. The College also recognized travel to and from

the campus was a challenge for some segments of the student population (e.g., students living outside of Taft without reliable vehicles). The College determined that a robust distance education program was a viable option for addressing the educational needs of students who were excluded from courses because of work responsibilities and/or travel to the campus. These needs exacerbate the issue of scheduling classes at a time students can attend and is another major initiative behind developing a robust distance education program. Currently, the College offers approximately 40 percent of its courses through distance education.

The College community engages in cross-campus dialogue on pedagogy, curricula, methods, modes, and systems of delivery in various committees including:

- Curriculum and General Education Committee (C&GEC) ([IIA.050](#))
- Strategic Planning Committee (SPC) ([IIA.009](#))
- Academic Senate ([IIA.051](#))
- Student Learning Outcomes Advisory and Steering Committee (SLOASC) ([IIA.052](#))
- Academic Development Committee (ADC)
- Access Committee ([IIA.053](#))
- Student Success Committee
- Faculty Inquiry Groups (FIGs)

To meet the diverse and changing needs of the service area, the College's delivery systems include traditional classrooms (face-to-face), online, hybrid, and specific correspondence classes delivered to incarcerated persons at local prisons. The College offers a variety of courses at parts-of-term, late-start, half-term, and accelerated offerings. The College routinely practices scheduling methods that involve alternating the times courses are offered – e.g., day of week, time of day, etc. Faculty and the Office of Instruction

determine the format and delivery method of all courses based on program reviews and other data. ([IIA.004](#)) ([IIA.009](#))

Taft College has established a five-year systematic curriculum review calendar for its instructional programs, which can be found on page 13 of the EMP ([IIA.008](#)). This review process involves collaboration among faculty, staff, counselors, the Distance Education Coordinator, and the Vice President of Instruction to assess, review, and update all degrees, certificates, and program curricula as defined by Title V.

Face-to-Face Courses

Traditional classes offered face-to-face are supported with technology that includes multi-media software, Internet access, integrated projection devices, and integrated audio-visual equipment to assist instructors with multi-media instructional software such as Microsoft Word, PowerPoint, Keynote, and Pages.

Some courses feature the use of iPads or laptops for an enhanced multi-media experience so that instructors can flip their classrooms, using educational apps such as Camtasia or Explain Everything using to provide pre-classroom lectures and the classroom to embed that knowledge through exercises, coaching and discussion. Classroom technology is supported by the Information Technology Services (ITS) Department and a High Tech Specialist for technologies related to the Americans with Disabilities Act (ADA). ([IIA.009](#))

The faculty employs diverse teaching methods including lecture, video, Internet use, experiential learning projects, student research papers, in-class oral presentations, and hands-on skill development among other methods to enhance learning and encourage student engagement. Some Science, Technology, Engineering, and Mathematics (STEM) courses include hands-on laboratory work and

field trips to job sites ([IIA.054](#)). Some art history instructors use multi-media projects in the classroom as well as field trips to art museums. ([IIA.055](#))

The Taft College Art Gallery features student work from the art lab as well as other local artists, thus illustrating the role of authentic assessment and the transference of skills ([IIA.056](#)). Applied Technology's Hazardous Waste Operations and Emergency Response (HAZWOPER) courses recreate hazardous materials response and clean-up sites and students use the full range of protective, containment, and clean-up gear available ([IIA.057](#)). The Administration of Justice forensics course recreates crime scenes, and students must secure, examine, document, and collect evidence according to the best practices. Students with a management major must take a capstone course to demonstrate an authentic skill used in a management career to complete those majors. These are just examples of the various evaluation methods used in courses. The course outline of record contains various methods of instruction and evaluations specific to each course. ([IIA.058](#))

Distance Education

Taft College offers many distance education courses including ([IIA.059](#)):

- 300 on-campus classes
- 143 distant education courses delivered in online, offline, and hybrid formats
- 10 open-entry/open-exit courses in ESL
- 5 accelerated courses in basic math and ESL

The College relies upon faculty to determine the appropriateness of offering a course through distance education or correspondence education delivery systems. Initial faculty discussion of delivery

system occurs in the division during the course review/development process. When distance education courses are determined to be appropriate, Division Chairs submit the course to the C&GEC for recommendation of approval.

The Taft College C&GEC approves all curriculum changes and uses a supplemental process for approving all distance education courses. These courses include online, hybrid, and correspondence courses, as outlined in the Distance Learning Approval form and the checklist for developing an ETUDES course. This form indicates how the course will meet course objectives, how the rigor will be maintained, and how instructors plan to maintain contact with students. ([IIA.060](#))

Self Evaluation

Taft College meets this standard. The College employs delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students. The College's professional development programs ensure that faculty members have the training needed to teach courses in a variety of delivery modes. The College collects and analyzes student achievement data by mode of delivery to identify opportunities for improvement and to ensure that delivery systems and modes of instruction are compatible with the curriculum and appropriate to the learning needs of students.

Actionable Improvement Plan

None.

IIA1c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses

assessment results to make improvements.

Descriptive Summary

Taft College developed SLOs at the institutional, program, and course levels. Starting at the course level, SLOs are mapped to each program or general education desired outcome and to an institutional level outcome. The learning outcomes are now mapped, stored, and tracked within upgraded eLumen software. ([IIA.128](#))

Taft College has invested significant resources into specialized staffing and system development in support of the use of SLO assessments. These efforts include:

- Developing a culture of authentic assessment – using fewer and more relevant SLOs, and completing the cycle of improvement beyond the section level for assessed SLOs.
- Investing in software with upgrades that allow the functionality to disaggregate SLO data by modality, demographics, or disproportionate impact.
- Revising SLOs to a sustainable number that is relevant and assessable.
- Developing an integrated planning timeline to ensure that SLOs are systematically developed and assessed.

Section Improvement Plans (SIP) have been attached to the five-year course review cycle. This process ensures that when a course is improved, all section level SLO assessment data are utilized for course improvement. To accomplish this, results are obtained at the course section level and aggregated to assess the course overall. Consequently, course/pedagogy improvements are identified at the section level as well.

Not all SLOs are currently being assessed at the level of sustainability. The College has primarily approached this issue through the lens of faculty participation at the course level. The College is working to identify the root causes of the low participation by faculty in officially tracked SLO assessment. ([IIA.061](#)) ([IIA.062](#)) ([IIA.006](#))

The intention of Taft College's Institutional Student Learning Outcomes (ISLO) is to serve as the foundation of what a graduate from Taft College gains through various educational programs. The ISLOs are published online and in the 2015-2016 Taft College Catalog. The College's ISLOs focus on the following:

- **Communication:** Graduates should be able to deliver focused and coherent presentations; demonstrate active, discerning listening and speaking skills in lectures and discussions; demonstrate active reading skills and comprehension; write clearly and effectively.
- **Community/Global Consciousness and Responsibility:** Graduates should be able to demonstrate social and cultural awareness, ethical behavior, effective and sensitive communication, and commitment to learning.
- **Computation:** Graduates should be able to solve problems involving data gathering and analysis, apply mathematical concepts, and use technology in these processes.
- **Critical and Creative Thinking:** Graduates should be able to analyze, interpret, explain, and evaluate texts, ideas, works of art, and scientific and mathematical problems.

Faculty review SLO data in the context of program review and program leads and Division Chairs analyze and report out on the findings. This requires summarizing the data and making connections to needed improvements and resource allocations. ([IIA.039](#))

All active programs have Program Level Student Learning Outcomes (PSLO) that are listed in the catalog description of the programs ([IIA.001](#)). There are a total of 80 programs and certificates, of which 58 (82 percent) have ongoing assessments of their PSLOs. Each distinct course has course level student learning outcomes. Taft College offers a total of 442 courses currently listed in the catalog, both credit and non-credit. Of these 202 (46 percent) have ongoing assessment.

The Student Learning Outcomes Technician and Coordinator provide faculty with detailed PSLO reports, which assist faculty in completing annual program review reports. Through eLumen, program coordinators have the ability to disaggregate these data further. During annual program review, faculty members use these data to plan program improvements. In their 2013 annual program review, English faculty examined program SLO data and saw that since fall of 2012, for students majoring in English, the PSLO with the lowest attainment was, “synthesize credible secondary sources into an essay about a literary work” ([IIA.041](#)). As a result, English faculty created the program goal to “more fully integrate information competency skills throughout English 1500 to better equip students to demonstrate PSLO 3 and 6, based on PSLO assessment results for this cycle” ([IIA.011](#)). Using this information and considering other factors, English faculty revised the COR to better integrate content necessary to bolster the skills required in meeting this outcome. The revision was drastic, including the appropriation of much content from INCO 1548, Information Competency and Bibliography, and the removal of the longstanding pre/co-requisite relationship between the courses. The COR was approved in 2014 and assessment of this PSLO remains ongoing. ([IIA.066](#))

Self Evaluation

Taft College does not meet this standard. Taft College is committed to assessing, evaluating, and improving student achievement of learning outcomes and has been committed to exceeding the accreditation standards. Although the College recognizes that the standard has not been met, efforts to meet it have not been lacking. The College committed resources in the form of personnel (50 percent faculty SLO Coordinator and 100 percent classified Learning Outcomes Technician) and technology (eLumen) many years ago to work toward meeting this standard. Alternative committee assignments were designed to move this work forward. The College encourages participation in professional development related to all aspects of identifying, mapping, assessing, evaluating, and improving learning outcomes as evidenced by faculty attendance at relevant conferences and the numerous on-site trainings provided by the College. Program review prompts have been modified numerous times to generate more consistent and focused reporting of student learning achievement through SLO assessment. Despite these efforts and the stated commitment, the College as a whole has made slow progress towards proficiency.

Actionable Improvement Plan

Progress has been made in many areas across the College. Faculty in various disciplines, programs, and activities regularly discuss, assess, and evaluate SLOs. Unfortunately, this documented progress is not consistent across the College and has not reached the level of institutionalization. More must be done to move the College forward in this area. With that recognition in mind, the College has requested a resource team through the Institutional Effectiveness Partnership Initiative (IEPI). The College was notified that an Institutional Effectiveness Partnership Resource Team (IEPRT) will begin working with the College in fall 2015. ([IIA.067](#))

IIA2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Descriptive Summary

Taft College uses a variety of assessments, evaluations, processes, and program review to assure the quality and improvement of all instructional courses and programs including collegiate, developmental, and career technical education, regardless of type of credit awarded, delivery mode, or location.

The assessment of course and program quality is recognized as a faculty responsibility, institutionalized through the roles of the Academic Senate's various subcommittees, the curriculum development process, the annual program review process, and the processes for creating, assessing, and analyzing SLO data to improve student learning.

Taft College provides a variety of courses and pre-collegiate, transfer, and CTE programs. All active programs are developed through a curriculum development process overseen by faculty with review by the C&GEC. In addition, all active programs participate in the College's annual program review process, which includes analysis of student achievement data and SLO data provided by the IAR&P Office.

Taft College faculty creates, develops, and evaluates all credit or noncredit courses, programs, certificates, and degrees with the

support of instructional administrators and staff. The C&GEC is a subcommittee of the Academic Senate, charged with overseeing the approval, modification, or inactivation of courses and programs. The C&GEC organizes the periodic review and approval of CORs, degree and certificate requirements, modifications to degree and certificate requirements, the approval of prerequisites and co-requisites, and distance education delivery modes. ([IIA.012](#))

Taft College has a five-year cycle for comprehensive review of curriculum. This component is a part of the College's Integrated Planning Model (IPM). Faculty members lead the efforts of the review and evaluation process for all courses, certificates, degrees, and programs. The program review process has been refined over the past few years to provide faculty with a systematic method of assessing curriculum and programs.

The IAR&P Office provides student achievement data annually to each department lead, which are used to analyze student learning and program improvement needs. Achievement data as well as learning outcome data are provided annually to all program leads and distributed at the beginning of the program review cycle. Program faculty leads, with the assistance of discipline-specific faculty, write annual program reviews using both student achievement and student learning data depicting needs, deficiencies, or improvements. Assessment data from the SLO process is provided to inform planning and program improvement. The SLO data is provided annually to faculty of each discipline for review and analysis, and summaries are written in program reviews. Faculty members enter SLO assessment data into the eLumen system at the end of each semester. Faculty assesses whether students met the SLOs for each course and, based on that information, complete a SIP in which they analyze the findings and make recommendations for improvements.

Within the five-year review cycle, SIPs are provided by faculty when reviewing the COR in order to address trends or other findings that may need to be incorporated during the five-year cycle.

Taft College strives to ensure that all programs maintain the same rigor and standard of excellence regardless of the modality, type of credit, course content, or location. Distance education courses are evaluated via the same program review process as face-to-face courses. Faculty considers how well students are performing in a face-to-face section of a course compared to its online equivalent. The current version of eLumen allows for the disaggregation of SLO data by mode of delivery and/or student demographic data.

CTE programs undergo program review every two years and receive ongoing input from advisory councils that provide information about the needs of industries in the field. ([IIA.068](#))

Additionally, distance education courses are evaluated by the Distance Education Coordinator, who logs into a course and reviews the course syllabus and course assignments, as well as the interaction between the faculty member and students via chat rooms. On a regular schedule, students enrolled in distance education classes complete evaluations of their instructors and the courses via an online evaluation form; these evaluations are reviewed by the Vice President of Instruction.

The Strategic Planning Committee (SPC) is currently conducting a review of the program review process, and through the development of the IPM a more comprehensive program review process will be the result. ([IIA.069](#))

Self Evaluation

Taft College meets this standard. The College assures the quality and improvement of all instructional courses and programs through periodic faculty review, the faculty evaluation process, and professional development, as well as ongoing improvement of programs and courses regardless of type of credit, delivery mode, or location offered.

Actionable Improvement Plan

None.

IIA2a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary

BP 4020 and AP 4020 have established procedures to design, approve, administer, deliver, and evaluate courses and programs. The College's shared governance, committees, and other bodies recognize and identify the critical role of learning outcomes and the role of faculty for providing quality instructional courses and programs.

BPs 4020 and 2510 state that the development of educational programs relies on faculty and Academic Senate with the Board of Trustees holding final approval authority ([IIA.005](#)) ([IIA.070](#)). The C&GEC reviews all educational programs and makes recommendations to the BOT. ([IIA.005](#))

Processes for design and approval of courses and programs are published on the Office of Instruction website ([IIA.071](#)).

Operationally, the development of new programs usually begins at the division level with discussions of possible programming changes. Such discussions stem from program reviews and events documented in the division throughout the year. Alternatively, division members may be notified of new programs being discussed by agencies or institutions outside of the College, such as those programs initiated by legislative requirement. Additionally, CTE programs use advisory committees made up of members of the community, local industry, and the College. The advisory committees provide current professional information in the industry including hiring needs and standards, regulatory compliance, and best practices. These committees help ensure the ongoing integrity of the programs. Course or program changes may be initiated by divisions because of information provided by advisory committees.

Regardless of the originating source, the process for designing Taft College's instructional programs begins within the divisions with the Division Chairs as the representatives of each division. The Division Chairs put forth program ideas to the College committees and shared governance groups for discussion. Formal proposals of new or revised programs are submitted to the C&GEC ([IIA.071](#)). The Academic Senate oversees the C&GEC, which reviews courses and programs, establishes prerequisites, and places courses within the appropriate discipline.

Learning outcomes for courses and programs are identified when a course or program is designed. Faculty members engage in dialogue as a means to identify the learning outcomes and measures to assess achievement of the learning outcomes ([IIA.072](#)) ([IIA.073](#)) ([IIA.074](#)) ([IIA.075](#)) ([IIA.076](#)) ([IIA.077](#)) ([IIA.078](#)) ([IIA.079](#)). Learning outcomes are embedded in each course or program and design

procedures must be submitted with course or program form packets. ([IIA.071](#))

Procedures for approval of courses and programs are published on the Curriculum webpage ([IIA.071](#)). The approval process workflow begins when the division chair submits a curriculum packet to the curriculum co-chairs. Packets are submitted by e-mail to the C&GEC co-chairs. Packets include all required forms and documents and a memo from the division chair explaining purpose and rationale. Templates and examples of all required documents are downloadable from the Curriculum webpage ([IIA.071](#)). After submission of a packet, the Office of Instruction's Curriculum Technician checks the packets for completeness and contacts the division chair if anything is needed. The technician compiles all submissions and creates agendas for the Technical Review Committee ([IIA.080](#)). The Curriculum Technician also tracks and documents each submissions progression through the approval process. Information about and evidence of the tracking process is available in the Office of Instruction.

The Technical Review Committee ([IIA.081](#)) includes representation from counseling, distance education, and the registrar's office, as well as the Librarian, SLO Coordinator, Articulation Officer, and the Office of Instruction Curriculum Technician. The Technical Review Committee checks for consistency, accuracy, and appropriateness of both content and formatting of new or revised courses. Members of the committee also identify challenges of administration that may need to be addressed in the event a course or program is approved. Such issues usually relate to Banner coding or access to specialized instructional materials formatting issues may be corrected at this level. Division representatives, usually the Division Chairs, are invited to attend the Technical Review Committee meetings to hear course or program changes firsthand and participate in anything that may need to be addressed before curriculum items are

forwarded to the C&GEC, during the C&GEC meeting, or after the course or program is approved by the BOT. ([IIA.080](#))

The C&GEC is the recommending body for courses and programs ([IIA.50](#)) ([IIA.012](#)). The C&GEC reviews and deliberates on the submissions of courses and programs forwarded to it by the Technical Review Committee. As a shared governance body, the C&GEC reviews course and program submissions for alignment with the College mission, issues of content, and value added to the community. The committee considers all changes or additions to curriculum and makes the formal recommendation for approval. ([IIA.061](#))

Following a recommendation of approval from the C&GEC, the Vice President of Instruction requests the curriculum items be placed on the BOT meeting agenda ([IIA.082](#)). In keeping with policy, curriculum items are placed in the consent items section of the agenda ([IIA.070](#)) ([IIA.083](#)). The Curriculum Technician sends Board approved curriculum items to the CCCCO. The Accreditation Liaison Officer is also notified of changes to curriculum whenever such changes may require communication with the Accrediting Commission for Community and Junior Colleges (ACCJC). ([IIA.005](#)) ([IIA.084](#))

Administration of courses and programs is accomplished through a number of interactive processes. The processes cover scheduling of courses, evaluating effectiveness and needs, evaluating learning outcomes, determining locations for courses and programs, accessing instructional materials, and accessing technology support.

The College routinely practices collaborative scheduling of courses and faculty creates initial schedules of courses in division meetings using two-year offering plans ([IIA.085](#)) and prior semesters' schedules as guides. These initial plans are presented and refined in

scheduled, collaborative meetings that include representatives from the Office of Instruction, program faculty, and counseling faculty ([IIA.86](#)). Participants from all areas discuss different scheduling times and modes in the context of the impact on student groups. These discussions often include expression of the shared interest to refine the information used to create the initial plans with specific focus on improved data on student access. In response to this shared interest and as part of its student equity participation, exemplified by its value of the collaborative process, the Access Committee is developing a completion monitoring report that lists students by major and shows the exact courses they need to complete their selected program ([IIA.053](#)). Sorting the students by the number of remaining courses/units will also be a feature of the proto-type monitoring report, which will be added to the data used in scheduling decisions.

The Office of Instruction staff coordinates other processes for administration of courses and programs proceed from the scheduling process. The Office of Instruction staff creates and posts the schedule for use by community members as well as work with student services staff to ensure accuracy of information. The Office of Instruction staff also notifies the Distance Education Coordinator when the schedule and assignment of instructional faculty is complete. The Distance Education Coordinator ensures courses offered through the ETUDES platform have shells created and available for use, the Librarian ensures Library resources are available in appropriate quantities to support the needs of the scheduled courses, and the Information Technology (IT) staff prepares instructional technology and software for use throughout the semester.

Courses, programs, and learning outcomes are evaluated through the annual program review process. Faculty examines each course and program in terms of enrollment, retention, success, and

persistence. Annual program review begins in the fall semester and is finalized in the spring semester. The IAR&P Office provides each program with detailed data regarding student achievement, SLOs, and other important information for use in the program review process. Each program lead uses the data to evaluate each program's success and determine program needs in relation to established criteria. Plans for improvement of areas deemed deficit are established and requests for resources such as professional development are included in the program review documents. ([IIA.011](#))

Data from SLO assessment as well as achievement data are used in the evaluation process of program review. At the course level, learning outcome data is analyzed and Section Improvement Plans (SIPs) are written and entered into eLumen. The SIPs are aggregated within eLumen and provide the information needed to evaluate courses and programs, as well as suggest improvements to courses and programs.

The BOT and the College recognize the role of faculty for establishing improving the quality of instructional courses and programs. Policies and procedures express this recognition and practices reflect the role of faculty expressed in the policies and procedures. ([IIA.070](#)) ([IIA.083](#)) ([IIA.005](#)) ([IIA.084](#)) ([IIA.012](#))

Self Evaluation

Taft College meets this standard. The primary committee structure and process workflow are structured so that faculty in each discipline are represented and take the lead role in suggesting changes, writing CORs, writing, implementing, assessing and evaluating SLOs, identifying learning objectives, and establishing or inactivating new programs or courses.

Actionable Improvement Plan

None.

IIA2b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary

The curriculum process relies on the expertise of faculty within each discipline and the assistance of advisory committees and transfer partners when developing courses and programs. Faculty members are responsible for developing CORs with associated SLOs for all of the College's course offerings. Faculty members are also responsible for developing PSLOs for programs. ISLOs were developed through the Academic Senate. SLOs are available on the Taft College webpage as well as on all course syllabi. ([IIA.052](#))

All Career Technical Education programs rely on their respective industry advisory committees for guidance and input regarding competencies and SLOs required for students in those programs. CTE CORs are reviewed on a two-year cycle. ([IIA.068](#))

Taft College relies on the expertise of receiving transfer institutions. The faculty Articulation Officer works in conjunction with faculty at four-year institutions to align competencies for General Education Student Learning Outcomes (GE SLO).

Taft College has been working closely with a wide range of business, governmental, educational, nonprofit, and community partners to determine appropriate competency levels for adult education as the coordinating agency for Assembly Bill (AB) 86. This work is in conjunction with ongoing Title V grant work in basic skills. ([IIA.087](#))

The Taft College GC has adopted the use of the Completion by Design Model. Within this framework, a wide range of work is taking place across the College community through the GC and its Student Success and Access Committees to provide data and analysis in support of curriculum decisions and student completion of educational goals. ([IIA.088](#))

The EMP and SAP specifically address the College's efforts to continually increase completion rates. The EMP and SAP focus on the following areas related to completion and improving the methods to assess and report ongoing progress ([IIA.008](#)) ([IIA.009](#)):

- Establish a consistent method for measuring how well its offerings are meeting student, community, and industry needs.
- Increase successful course completion rate by five percent.
- Improve Scorecard degree completion by five percent.
- Increase basic skills course success and completion rates by five percent.
- Increase retention rates by five percent.
- Increase persistence rates by five percent.
- Increase completion of 30-unit momentum point by five percent.

Several processes occur at the College to assess ongoing progress, including direct intervention by counselors and advisors who also create student educational plans that detail the students' needed courses and the availability of each course in future semesters

([IIA.089](#)). Additionally, the College provides regular reports to the BOT and State of California and publishes completion and success rates regularly on the College website ([IIA.090](#)) ([IIA.091](#)) ([IIA.092](#)). Faculty receives and analyzes completion data during program review and course scheduling activities each semester. This data shapes each division's modifications to course modality, times offered, number of sections offered, and other changes that may be considered or necessary to improve completion. ([IIA.009](#))

To simplify this process and reduce the potential for error, the Access Committee as part of its student equity work is developing a completion monitoring report that lists students by major and shows the exact courses and units needed by students to complete their selected program. By sorting the list of students by the number of remaining courses or units, the report supports the students' scheduling decisions and assists with counseling interventions to ensure that those students close to completing their programs have the courses they need to graduate or transfer. Similarly, it provides the data needed for staff to assess if students are making suitable progress toward their goals. This reporting area is being expanded through the purchase and development of the DegreeWorks software. ([IIA.053](#))

Self Evaluation

Taft College meets this standard. The College relies on faculty with the assistance of advisory committees to identify competency levels and measurable SLOs for courses, certificates, and degrees, and the Institution regularly assesses student progress toward achieving those outcomes.

Actionable Improvement Plan

None.

IIA2c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary

Taft College maintains high-quality instruction and appropriate breadth, depth, rigor, sequence, time to completion, and synthesis of learning across all programs through a range of programs and processes.

The Taft College participatory governance process outlined in BP 2510 and AP 2510 ensures faculty members are responsible for determining course breadth, depth, rigor, and sequence. Before courses are approved, faculty members consider the diverse student population, articulation agreements, SLOs, textbooks, technology, and assessment methods for each course.

High-Quality Instruction

These processes include the recruitment and selection of highly qualified faculty, the faculty evaluation process, the ongoing cycle of curriculum review, the program review process, and the assessment of student learning for continuous improvement.

To ensure the quality and rigor of all programs, Taft College has a comprehensive hiring and evaluation process for faculty to ensure that instructors have the qualifications, ability, and knowledge necessary to provide breadth, depth, and rigor in their courses. The processes for hiring and evaluating faculty have been established in collaboration with the Academic Senate, Faculty Association, and the Office of Instruction to ensure quality instruction. The College and District Human Resources (HR) department take appropriate

measures to assure that personnel are qualified with appropriate education, training, and experience. ([IIA.093](#)) ([IIA.094](#))

Hiring of new faculty, staff, and managers is governed by Board Policy and administrative regulations. These administrative regulations outline all aspects of hiring including the composition of the hiring committee, the screening and interview process, and the process for the final recommendation of a candidate. Selection committees composed of diverse representatives from the faculty and administration conduct the interviews and other necessary processes on each selection committee. ([IIA.095](#))

For all faculty employment applicants, the majority of faculty members on the selection committee are in the discipline of the open position or in a related subject area. The selection committee collaborates to develop interview questions and the best method for the applicant to demonstrate the necessary skills for the positions. The applicant's demonstration may be to teach/lecture on discipline related topics, to do a mock counseling scenario, or display other methods intended to assess the candidate to determine the depth and breadth of the potential faculty member's knowledge and ability, and then the committee reviews the applications.

After the selection committee screens the applications, it conducts interviews to determine the candidate's strengths as an instructor, understanding of and willingness to embrace diversity, and to determine the candidate's potential for contributing to the College at large, outside of the classroom.

Once hired, faculty members are regularly evaluated. The faculty evaluation process is governed by the collective bargaining agreement. Full-time contract faculty adhere to the tenure process that requires faculty be evaluated annually for the first four years of

employment. The process encompasses a comprehensive evaluation of in-class teaching, pedagogy, curriculum, professional service, and student evaluations. Once a full-time faculty member has achieved tenure, evaluation follows a three-year cycle and consists of peer evaluation and self-reflection ([IIA.094](#)) ([IIA.096](#)). Adjunct faculty follow a rigorous cycle of evaluation (“one class section per discipline for the first two semesters of teaching”) and are then evaluated “the third semester onward if any new disciplines are taught.” ([IIA.097](#))

Appropriate Breadth and Depth

As part of Taft College’s mission, the College offers a breadth of courses in CTE, transfer programs, and foundational programs. The depth of Taft College’s instruction is evident in the variety of courses and programs offered, currently covering 58 discipline areas and offering courses in 63 different areas of study. The catalog contains 18 Associate of Science degrees, 17 Associate of Arts degrees, 12 Associate Degrees for Transfer, 26 Certificates of Achievement, 21 local certificates, and one Certificate of Completion. ([IIA.001](#)) ([IIA.098](#))

Taft College programs are developed to provide a breadth of courses through introductory and survey courses, which are typically the first course in a program or a prerequisite to later courses in the program. The College provides depth in programs through a range of program-specific or elective courses. For example, the Associate of Science in Industrial Health and Safety degree requires 15 courses that intersect several disciplines including business, management, social sciences, and computer science with the student selecting a minimum of eight credits of discipline specific electives. Each course progresses the student from 1000 level courses to 1500 level courses within the core program. ([IIA.001](#))

Rigor and Synthesis of Instruction

Along with high quality instructors, rigor is ensured across the College community beginning at the division level. Instructors incorporate projects, assignments, assessments, and appropriate learning challenges into each course based on the learning objectives from the COR. Faculty also collaborate on developing and assessing SLOs, and peer review, as well as approving of textbooks, course materials, and technology adoption.

To help facilitate faculty learning, cross-discipline dialogue, and improved instruction, Faculty Inquiry Groups (FIGs) have been established to provide instruction and insight on topics such as grade norming, updating rubrics to meet SLOs, new instructional methods, technology, and other faculty needs ([IIA.099](#)).

In fall 2012, the Academic Development Committee oversaw a complete implementation of course and program SLOs in an effort to synthesize learning across all programs. Divisions continue to collaborate to ensure that courses and programs build on each other. For example, English faculty teaching basic skills have agreed to assess the same SLOs to compare and analyze student strengths and weaknesses with the goal of improving instruction and assessment ([IIA.100](#)) ([IIA.101](#)). Additionally, the Transfer Model Curriculum (TMC), articulation agreements for Intersegmental General Education Transfer Curriculum (IGETC), and California State University (CSU) transferability (particularly the Perfect 60), guide course and program rigor as well as the quality of instruction across disciplines. ([IIA.102](#))

Sequencing

The order in which courses are offered is developed through faculty program reviews, division discussions, advisory committees,

prerequisite availability, availability of classrooms, and other factors. The College uses differing modalities, times/days offered, and multiple sections of courses to meet the demands of the diverse student population. The College also uses late-start, summer classes, and other nontypical scheduling to meet student needs.

During program review and scheduling (and by requests from counselors), courses are sequenced whenever possible each semester to provide students with the ability to begin or continue working toward program completion. In its program offerings, the College works to offer classes in a schedule that balances offerings of courses for transfer programs, CTE programs, general education courses, and basic skills development courses. ([IIA.103](#))

Time to Completion

To align with the Student Success Act, Taft College's QFS Grant, which focuses on improving students' developmental education outcomes, offers accelerated courses in pre-collegiate level English, ESL, and math courses (including select sections of English 900 and 1000, all sections of ESL, and select sections of Math 230 and 240) in an effort to shorten the time students spend in pre-collegiate courses. ([IIA.036](#))

In addition to the accelerated courses where students enroll in two pre-collegiate level courses per semester, Taft College's QFS grant activities also offer a noncredit Summer English Access Workshop where students who are currently or were previously enrolled in English, reading, and ESL courses have the opportunity to participate in a four-week-long intensive program (consisting of a series of workshops and hands-on practice) to strengthen their reading and writing skills. Students who complete the workshops have an opportunity to retake the Accuplacer and accelerate

through the pre-collegiate course sequence. Similarly, the Math JumpStart noncredit, hands-on, intensive workshop targets incoming students who have taken math placement but are not yet enrolled in a math sequence course. Math JumpStart gives students the opportunity to review math concepts in a four-day-long workshop series and retake the Accuplacer with the intent to accelerate through higher levels of math. Math JumpStart is offered to students who placed in pre-collegiate math (JumpStart I) and collegiate-level math (JumpStart II). ([IIA.104](#))

Self Evaluation

The College meets the standard. The biannual program review in the fall and spring semesters promotes a culture of reflection, inquiry, and improvement. Moreover, with the addition of the centrally located Professional Development Center (PDC), which supports FIGs, all stakeholders have a place to participate in the ongoing goal of providing high-quality instruction.

Actionable Improvement Plan

None.

IIA2d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary

Taft College uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students. Taft College's Mission Statement issues a commitment to student learning in transfer and career and technical education programs supported by pre-collegiate basic skills and a wide range of student

services.” This mission drives planning for instructional programs for general education, transfer, vocational education, basic skills, and noncredit classes.

In spring 2014, the GC formed the Student Success Committee and Student Access Committee to implement the Student Success and Support Program (SSSP) and SEP. The Student Success Committee is focused on the broad Scorecard student achievement data, while the Access Committee is specifically focused on data analysis and developing any interventions needed to address disproportionate impact. Both of these committees’ efforts are guided by the GC’s adoption of the Completion by Design Model. ([IIA.105](#)) ([IIA.106](#)) ([IIA.088](#))

Analysis of enrollment patterns and student demographics are used to determine delivery modes. According to the College’s IAR&P data on student demographics, 90 percent of students place in a basic skills course. To meet the needs of these students, the College offers a diverse range of courses and modalities:

Mode	Count
Face-to-Face	276
Online	135
Hybrid	21*
Offline	24

* Included in count of face-to-face.

The College uses ETUDES, an online course management system, for not only teaching online classes but on-campus courses as well due to the comprehensive features it offers (such as a central location for viewing videos, extending the discussion outside of the classroom, uploading lecture content, and online tests). The College supports instructors with ETUDES training and software to augment instruction through the development and maintenance of individual

websites to tailor course material that maximizes learning. ([IIA.107](#)) ([IIA.108](#))

The College primarily offers courses through face-to-face, online, and hybrid delivery modes. Courses are offered in a wide range of disciplines that are similarly offered at comprehensive community colleges and scheduled during fall, spring, and summer sessions for full-semester, late-start, accelerated schedule, and day and evening classes. ([IIA.109](#))

Taft College serves a large percentage of first-time students starting at the pre-collegiate level. According to data provided by the Placement Center, in 2014-2015 89 percent of incoming students tested below transfer level English writing and 95 percent tested below transfer level math. To accommodate student learning needs and learning styles, the College has a robust Learning Center and tutoring program that includes math and English learning labs. ([IIA.110](#))

Since a large percentage of courses are taught through distance education, online support has been augmented with NetTutor - online tutoring software. This program was recently selected by the CCCCO as the standard online tutoring service provided as part of the Online Initiatives.

Additionally, the Learning Support Division provides assistive technology for students who require learning accommodations, anywhere from needing the Kurzweil Reader to needing an interpreter. ([IIA.111](#)) ([IIA.112](#))

Faculty determine their teaching methodologies based on best practices, professional experience, or requirements of the course. Through in-service, FIGs, Brown Bag talks, and other means, the College faculty collaborates and shares techniques, demonstrates

professional standards, and displays willingness to learn/try new techniques ([IIA.099](#)). Faculty have designed and presented workshops on learning styles and how to meet the College's diverse student needs. ([IIA.028](#)) ([IIA.032](#)) ([IIA.033](#))

To further accommodate students with diverse learning needs and learning styles, the College has a robust tutoring program and Supplemental Instruction Services for students ([IIA.110](#)) ([IIA.113](#)). In addition, TutorTrac tracks services so that the Institution can assess and fine-tune services for its students. The College plans to adopt an online tutoring service for its distance education students who comprise approximately 40 percent of the College's student population ([IIA.114](#)). The new Technologies and Distance Education Coordinator assists faculty in providing different instructional methodologies to meet the need and learning styles of distance education students. ([IIA.111](#)) ([IIA.112](#)) ([IIA.115](#))

Self Evaluation

Taft College meets this standard. The College uses various delivery modes and teaching methodologies based on the diverse needs and learning styles of students.

Actionable Improvement Plan

None.

IIA2e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary

Taft College evaluates courses and programs through ongoing systematic review during the annual program review process. The program review process analyzes each course and program to determine the currency, relevance, appropriateness, achievement of learning outcome, and future program needs.

Additionally, the program review process evaluates programs to ensure student success in a way that aligns with the College's vision, mission, and values. Faculty and other program leads are provided with a How-to Guide for Program Review, which is updated annually and assists faculty and staff in this process. ([IIA.011](#))

The IAR&P Office annually provides program leads and Division Chairs a defined set of student achievement and student learning data for analysis. The dataset provided encompasses course, program, and institution-level data. Each program is required to evaluate how well the program meets SLOs, standard measures of completion, retention, and benchmarks.

Individual instructors and departments assess the SLOs for their courses and discuss results for the purpose of instituting change to meet the relevance, appropriateness, and achievement of the learning outcomes. Course and program improvements are reported and summarized in program review and planning documents. ([IIA.011](#))

As part of the assessment process for SLOs, instructors reflect on both quantitative and qualitative data and determine future needs and plans to make needed improvements. The reports include future resource requests that are part of the courses' SLO data in the eLumen software. ([IIA.116](#)) ([IIA.117](#)) ([IIA.118](#))

Faculty uses the program review data and analysis to create SIPs. These plans are aggregated and help to inform program resource requests for staffing equipment and faculty positions. Resource and faculty hiring requests are sent to the classified unit, Academic Senate, and GC for prioritization. These ranked requests in turn are forwarded to the Superintendent/President for recommendations to the BOT. ([IIA.119](#)) ([IIA.008](#))

Self Evaluation

Taft College meets this standard. The program review process established by Taft College is a systematic process of review for all courses and programs to determine relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Actionable Improvement Plan

None.

IIA2f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary

Taft College engages in ongoing, systematic evaluation and integrated planning to assure currency and measure the achievement of its stated SLOs in all courses, and the College systematically strives to improve those outcomes and makes the results available to appropriate constituencies. In 2013, the College adopted an IPM designed to integrate existing and ongoing planning processes. This integrated planning model provides a timeline for planning across the campus ([IIA.117](#)).

The IAR&P Office annually provides each program with a defined set of student achievement and student learning data for analysis. Each program is then required to evaluate student achievement of learning outcomes for all respective courses and programs. Programs can request additional data that they may find useful for conducting their program review.

Individual instructors and departments assess the achievement of SLOs for their respective courses and programs ([IIA.120](#)) ([IIA.009](#)). Faculty reflect on both quantitative and qualitative data and discusses ways to support and improve student achievement of learning outcomes ([IIA.011](#)). Faculty discussions usually include best times for course offerings, most effective modes of instruction (e.g., face-to-face, distance education, correspondence, or open entry-open exit). Student achievement of learning outcomes is reported

through program review and published on the IAR&P website. ([IIA.011](#)) ([IIA.116](#)) ([IIA.117](#))

The College ensures currency of SLOs through an ongoing process of evaluation and improvement. The assessment of SLOs is a major component embedded in the IPM. Course SLOs and program SLOs are assessed continuously and are used for annual program review. ISLOs are assessed continuously and reviewed on a six-year cycle. The program review process is tied to assessment and analysis of SLOs through a feature of eLumen in the SIPs. ([IIA.118](#)) ([IIA.121](#))

A variety of plans and reports document the overview of student learning needs and progress towards achieving stated learning outcomes. The EMP identifies broad areas of educational needs. The SEP includes research and analysis of student progress in achieving learning outcomes at the course and program levels ([IIA.008](#)). The Basic Skills Action Plan includes analysis of student achievement of learning outcomes and progress through development course sequences ([IIA.035](#)). The QFS Grant annual reports include analysis of student learning achievement resulting from changes to instructional methodologies and offering formats ([IIA.036](#)). The College uses the Scorecard data as well as internally collected data on student success, retention, persistence, and achievement of learning outcomes to inform course and program modifications ([IIA.037](#)) ([IIA.122](#)). The Taft College Dashboard provides community access to achievement data ([IIA.038](#)). CTE curriculum is reviewed on a two-year cycle and nonCTE curriculum is on a five-year review cycle.

Taft College looks at achievement of learning outcomes from multiple perspectives. The SAP is a three-year plan completed in 2014 that operationalizes the EMP ([IIA.121](#)) ([IIA.120](#)). The SAP directly addresses ISLOs and related topics such as enrollment management, student success measured by achievement data, and

improvement of the integration of ISLOs with current programs and courses. The College's SAP requires the evaluation of the quality and integration of ISLOs with the program and course SLOs. In this way, achievement of learning outcomes is examined from the institutional level to the course outcome level and from course level to institutional outcome level. Additionally, CORs and course learning outcomes are discussed at the division level, and a portion of the curriculum review process involves the co-chairs of the curriculum committee reviewing the alignment of course SLOs to program SLOs. This recently implemented process is intended to strengthen the alignment of course and program SLOs.

The SPC, a subcommittee of the GC, oversees strategic planning processes, facilitates long-term strategic planning, assesses program plans, and goals through campus program reviews, monitors strategic indicators, reports any findings, and submits recommendations to the GC.

Program review results and other planning documents are accessible to the campus community and stakeholders through the College website. The Office of Instructional Support provides Excel spreadsheets listing courses scheduled for review to Division Chairs each semester. SLO SIPs for each course under review are available from the IAR&P Office. Faculty members use this information to improve student achievement of learning outcomes through course modification and/or changes to program sequencing. ([IIA.011](#)) ([IIA.062](#))

SLOs are listed on the SLO webpage through the Office of Instruction. SLO data are also available through the program review reports listed on the IAR&P Office website. ([IIA.011](#)) ([IIA.052](#))

Self Evaluation

Taft College meets this standard. The College engages in ongoing, systematic, integrated planning to measure the achievement of SLOs and ensure currency with all programs. The College systematically strives to improve its outcomes and the College makes the results available to the wider College community.

Actionable Improvement Plan

None.

IIA2g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary

Taft College does not use standardized departmental course or program exit examinations related to graduation.

Self Evaluation

N/A

Actionable Improvement Plan

None.

IIA2h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary

Taft College awards course credit based on student achievement of course outcomes. Achievement of learning outcomes is established using a variety of assessments developed by faculty. Units of credit are awarded based on College policies, procedures, and practices that reflect accepted academic and scholarly practices.

Taft College course instructors award credit for courses based upon the objectives stated in the COR and the associated SLOs (link to CORs). Faculty developed SLOs from the objectives and content outlined in the COR (link to SLOs), and instructors generate course assignments that align with the objectives and learning outcomes (Big Picture SLO; PSYC 2200 SLO; Big Picture SLO instructions to faculty). BP 4220 specifies that credit is awarded based on generally accepted norms or equivalencies for higher education. AP 4220 provides the procedures to ensure the appropriate awarding of credit.

Additionally, credit is based on Title V and other applicable state or federal regulations for specific offerings. Faculty and college grading standards are equivalent to other institutions. Content reviews and articulations with four-year colleges and universities ensure that, when reviewed and developed, courses meet equivalency standards. Transferrable courses that have transfer equivalencies are submitted for California Identification Descriptors and when approved meet equivalencies at the CSU system. ([IIA.123](#))

Self Evaluation

Taft College meets this standard.

Actionable Improvement Plan

None.

IIA2i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Descriptive Summary

Taft College awards degrees and certificates based on student achievement of program and certificate learning outcomes as stated in BP 4100 and AP 4100. Additionally, the College awards certificates and degrees based on the successful completion of all required courses and in compliance with the College all following policies and Title V regulations:

- BP/AP 4100 Graduation Requirements for Degrees and Certificates
- BP/AP 4102 Occupational/Vocational Technical Programs
- BP/AP 4105 Distance Learning
- BP/AP 4220 Standards of Scholarship
- BP/AP 4222 Remedial Coursework
- BP/AP 4260 Prerequisites and Co-Requisites

Taft College requires students to satisfactorily complete at least 60 semester units in degree-applicable courses with a minimum of a "C" (2.0) Grade Point Average (GPA) and a minimum grade of "C" in all courses in the major (field of study) and competency fields. For non TMC degrees, the College also requires successful completion of local graduation requirement courses. ([IIA.103](#))

Before a certificate will be awarded, the prescribed number of courses in the major for each certificate is required. The student

must satisfactorily complete the required units in degree applicable courses with a minimum of a "C" in all courses in the certificate. Students must successfully complete a course of study or curriculum as specified in the College Catalog to attain a certificate. ([IIA.124](#))

Students submit a petition for graduation and completion of the requirements for a degree or certificate is verified by the registrar's office.

The primary means by which a student earns a degree or certificate is through the completion of a minimum number of specified units and SLOs associated with each course. All programs and certificates have program level SLOs that together express the required knowledge, ability, and skills students attain through completion of their chosen program of study. ([IIA.124](#)) ([IIA.052](#))

Self Evaluation

Taft College meets this standard.

Actionable Improvement Plan

None.

IIA3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

General education has comprehensive learning outcomes for the students who complete it, including the following:

IIA3a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Descriptive Summary

General Education

Taft College requires a component of general education for all associate degrees offered. Taft College has a faculty-developed philosophy for general education based on Title V, Section 55061 and ACCJC Standard IIA3. The philosophy is published in the 2014-2015 catalog and on the Taft College website. ([IIA.124](#))

This philosophy is reflected in BP 4025 and AP 4025, Philosophy and Criteria for Associate Degree and General Education. ([IIA.125](#)) ([IIA.126](#))

Taft College has comprehensive GE SLOs based on this philosophy. The outcomes are published in the 2015-2016 Taft College Catalog under Requirements for Associate's Degree and are available on the SLO website. ([IIA.103](#)) ([IIA.052](#))

These GE SLOs differ from Taft College's ISLOs in that the general education outcomes are based on the philosophy of general education and are specifically mapped to courses within the general education pattern.

Assessments of these outcomes have been completed and published on the Taft College SLOs webpage ([IIA.052](#)). The Taft College Annual Student Learning Outcomes Report includes data and analysis of GE SLO assessment as well as recommendations for improvement. ([IIA.127](#))

Course-level SLOs have been mapped to GE SLOs. The aggregate percentages of assessed general education outcomes are published on the Taft College SLO webpage ([IIA.052](#)). The Student Learning Outcomes Technician has the ability through eLumen Achievement Software to run more detailed reports delineating specific course, program, institutional, and general education outcomes. These are provided on demand for inclusion in annual program review updates and to inform improvement planning. ([IIA.128](#))

For a course to be included within Taft College's general education pattern, the discipline faculty members initiate a request through their respective division chair to the Curriculum Technician in the Office of Instruction, who coordinates the curriculum approval process. This process includes the following steps as outlined in BP 4020 ([IIA.161](#)) and AP 4020 ([IIA.162](#)):

- Curriculum requests are discussed within divisions.
- The division chair submits requests to the Office of Instruction Curriculum Technician using a template memo that includes a check box for consideration of adding to the general education pattern, specifying area and aligning course SLOs to match the GE SLOs.
- The memo and courses are then submitted to the Technical Review Committee, a subcommittee of the C&GEC, which is a committee of the Academic Senate in accordance with 10+1. ([IIA.081](#))
- After technical review, the packet is then forwarded to SLOASC for review.
- After technical review and SLOASC, the items are placed on the agenda for the C&GEC. ([IIA.050](#))
- Upon approval, the items are placed on the agenda for the BOT to be approved by the Vice President of Instruction. The agenda and supporting documents are public record and are posted 72 hours in advance of the Board meeting

- on the District's agendas and minutes webpage. ([IIA.129](#))
- After approval by the BOT, the items are sent to the CCCCCO for approval.
- Once approved by the CCCCCO, the Articulation Officer forwards them for approval as appropriate for UC transferability to both the IGETC and GE Breadth Certification.
- Subsequent to the articulation approvals as appropriate, the items are placed in the catalog (GE Local page 46, GE Breadth page 54, and IGETC page 59). ([IIA.124](#)) ([IIA.130](#))

General Education Student Learning Outcomes

Taft College's general education has comprehensive SLOs for the major areas of knowledge that include humanities and fine arts, natural sciences, and social sciences, as follows:

- Develop an understanding of the relationship between science and other human behaviors.
- Demonstrate the scientific method.
- Demonstrate the ability to communicate knowledge, information, ideas, and feelings, and enhance the ability to evaluate, problem solve, and make decisions.
- Write clearly and effectively at an associate degree (Freshman English) level upon graduation.
- Develop an awareness of ways in which people through the ages and in different cultures respond to the world around them through artistic and cultural creations.
- Demonstrate an understanding of human diversity and tolerance for different perspectives, ideas, and values.
- Describe how through the arts, literature, philosophy, foreign languages, or religion reflect the historical, intellectual context, and aesthetic tastes of various cultures using value judgements.

- Discuss the influence of major social, cultural, economic, and political forces on human behavior and institutions using the major concepts, models, and concerns developed through the social sciences in contemporary as well as historical settings and in a variety of cultural contexts.
- Explain the methodologies employed in social scientific inquiry.
- Explain the principles, concepts, models, and value systems.

Each individual area of General Education has comprehensive SLOs. ([IIA.052](#))

Course learning outcomes that align with general education learning outcomes are embedded in courses in the general education pattern. Learning activities and methods of evaluation for these courses are designed to support content and skills appropriate to the course and relevant general education pattern.

- Humanities courses, such as ARTH 1500: Art Appreciation, include learning activities such as essays about a visit to a museum and art projects that require students to apply their skills. ([IIA.131](#))
- Classes in the sciences, such as BIOL 1510: Fundamentals of Biology with Lab, include application of the scientific method ([IIA.133](#)). Essays and lab reports require students to apply their understanding of course content to methodology appropriate to the discipline by using the scientific method.
- Social science classes, such as HIST 2231: History of the United States to 1877, include course content that aligns with GE SLOs for social and behavioral sciences, such as the examination of disparate cultural traditions and the application of theoretical models to these cultures([IIA.132](#)).

Analysis of Ongoing Assessments

Assessment of GE SLOs is ongoing. As of September 2013, assessments measuring general education learning outcomes have been completed in 19 general education courses, totaling 1,837 scores. Assessment data to date indicate positive results. ([IIA.127](#))

Analysis: Humanities

Of two courses that have assessed the GE SLO, “Develop an awareness of ways in which people through the ages and in different cultures respond to the world around them through artistic and cultural creations,” 34 percent of students assessed did not exhibit the outcome, with 24 percent meeting the expected level of proficiency and 42 percent exceeding it. More detailed analysis revealed that all students in the 2000 level courses, Introduction to Film Studies, met the standard with roughly one-third of students assessed in the 1500 level course, Introduction to Humanities, failing to exhibit the outcome. ([IIA.134](#)) ([IIA.136](#))

Analysis: Natural Sciences

For the natural science GE SLO, “Develop an understanding of the relationship between science and other human behaviors,” 99 percent of the 527 assessment projects indicated proficiency or excellent performance, with only one percent not achieving the outcome. For the natural science GE SLO, “Demonstrate the scientific method,” of the 904 assessment scores, 98 percent achieved the outcome or exceeded the benchmark, with only two percent failing to achieve the outcome. These high percentages for natural science may be reflective of the fact that the scientific method is embedded into every course in the physical science curriculum. For fall of 2011 through spring of 2013, all of the classes that assessed this outcome were 2000 level classes. ([IIA.134](#))

([IIA.136](#))

Analysis of SLO achievement reports reveals that in some cases, the same SLOs have been assessed in courses linked by prerequisites. In an assessment of the course SLO, “Calculate the molar mass of a compound”—a SLO designed to measure application of discipline content—in Chemistry 1510: Introduction to College Chemistry, of 182 assessments, 69 percent indicated exemplary performance, 26 percent as proficient, and four percent as failing to meet the outcome. Assessment of the same SLO in Chemistry 2211: General Chemistry revealed a higher percentage meeting or exceeding the outcome, with 83 percent demonstrating exemplary performance, 15 percent achieving proficiency, and two percent failing to meet the outcome. ([IIA.134](#)) ([IIA.135](#))

Analysis: Social and Behavioral Sciences

For the social and behavioral sciences GE SLO, “Discuss the influence of major social, cultural, economic, and political forces on human behavior and institutions using the major concepts, models, and concerns developed through the social sciences in contemporary as well as historical settings and in a variety of cultural contexts,” four percent of students assessed failed to exhibit the outcome, 55 percent exhibited the outcome, and 38 percent exceeded the expected standard of performance. This SLO was assessed in two semesters with a total of only 58 assessment scores logged, making reliable conclusions difficult to arrive at. ([IIA.134](#)) ([IIA.135](#))

Section Improvement Plans

After analysis of the SLO results, faculty respond to a series of questions regarding improving their courses in SIPs ([IIA.137](#)). The SIPs are aggregated by course and are provided to the discipline

faculty to consider course-level revisions on a five-year cycle. ([IIA.138](#))

The results of this process feed into the curriculum change process as outlined above.

Graduation/Transfer Outcomes

Currently, there are no measures in place to track how students apply their specific skills at transfer or graduation. However, certain programs within CTE programs use indicators to gauge how well students are applying their skills at graduation and to improve graduation rates within CTE.

For example, Taft College's Dental Hygiene Program uses surveys of graduates and dental professionals and data about the number of students to successfully pass the National Board Exam and State Board Exam to work as dental hygienists. Taft College's Dental Hygiene Program in 2011-2012 had 23 students. In this highly selective program, 19 of the 23 passed both exams, and 21 earned their associate degree. As part of the Dental Hygiene Alumnus Survey, Dental Hygiene graduates are asked about the effectiveness of the Dental Hygiene curriculum in preparing them for a career related to their major. Of 29 participants, 89.6 percent responded that Taft College prepared them "very well" or "well" for their career (44.8 percent each, respectively). ([IIA.139](#))

Self Evaluation

Taft College meets this standard. The College has a clearly articulated understanding of the "basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences."

A clear philosophy of general education that reflects all of the content and skills indicated in this standard has been developed by faculty and applied to the process of including courses within the general education pattern. This philosophy is published in multiple locations. Faculty conduct GE SLOs. These outcomes have been mapped to the courses within general education, and the assessment results have been reviewed by faculty and published on the Taft College Student Learning Outcomes page. ([IIA.052](#))

Students completing general education courses at Taft College possess an understanding of the basic content and methodology of major fields of study. Additionally, GE SLO assessments have been completed and their results made public.

Actionable Improvement Plan

While Taft College meets this standard, in the near future instructional scorecards and department/division dashboards for tracking student success after leaving the College (based on an instructional data mart) will be implemented in response to SB 1456. Furthermore, graduate success surveys will be implemented and made available on these dashboards.

IIA3b. A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary

As a part of the philosophy for general education, students develop intellectual skills and information technology aptitude that lead to better self-understanding.

Taft College has differentiated between GE SLOs and ISLOs, and the areas identified in Standard IIA3b are partially addressed in the ISLOs catalog link with page numbers, as well as partially in course-level SLOs ([IIA.134](#)) ([IIA.140](#)). The following is a summary of the various GE SLOs, ISLOs, and course SLOs that address this standard.

ISLO: Communication - Graduates should be able to:

- Deliver focused and coherent presentations.
- Demonstrate active reading skills and thorough comprehension.
- Demonstrate speaking skills.
- Demonstrate competence in both active and emphatic listening.
- Write clearly and effectively at an associate degree (Freshman English) level upon graduation

ISLO: Information Competency (local graduation requirement)

Taft College students must take and pass the course Information Competency 1058: Information Competency and Bibliography as dictated in the local requirements for associate degrees ([IIA.124](#)). Computer literacy is embedded in the information competency required by INCO and other courses. For example, all 2000-level courses require research papers that are formatted properly and include online research using both primary and secondary sources:

- Locate sources of information for research projects.
- Evaluate sources of information for bias, quality, and factual accuracy.
- Avoid both plagiarism and copyright violations.
- Cite sources in proper MLA bibliographic style.

ISLO: Scientific and Quantitative Reasoning

- Graduates should apply evidence based reasoning when analyzing and evaluating texts, ideas, works of art, and scientific and mathematical problems.
- Students should be able to demonstrate the scientific method. (GE SLO)

ISLO: Computation - Graduates should be able to:

- Apply mathematical concepts to a variety of everyday life situations.
- Solve problems involving data gathering and analysis.

ISLO: Critical and Creative Thinking - Graduates should be able to:

- Analyze-Student discriminates, organizes, and scrutinizes assumptions in an attempt to identify evidence for a conclusion.
- Student judges or evaluates information based upon standards, criteria, values, and opinions.
- Knowledge-Student remembers or recognizes information or specifics as communicated with little assimilation.
- Understanding-Student grasps the meaning behind the information and interprets, translates, and comprehends the information.
- Student demonstrates an ability to combine existing elements in an innovative way to create a new purpose or result.
- Innovative thinking- Student extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.

Ability to Acquire Knowledge through a Variety of Means

The body of SLOs is testimony to the scope and variety of the means of learning presented across the curriculum; it is evident also in the various means of instruction detailed in the CORs. ([IIA.141](#))

Capacity to Be a Productive Individual and Lifelong Learner

Individual and lifelong learning skills are also a part of the requirements for associate degrees by requiring HLED 1510: Principals of Living. GE SLOs that measure capability to be a productive individual and lifelong learner are listed above. ([IIA.142](#))

Analysis

Some examples of supporting evidence this standard is met include that students who graduate and/or transfer are proficient in the scientific method as course, program, and GE SLOs measuring the scientific method are embedded in natural science classes. From spring of 2011 through spring of 2013, a total of 904 assessment scores exist in eLumen from sections of five different courses in the general education area for the natural sciences. Of the five courses assessed, all are 2000 level except for Chemistry 1510: Introductory College Chemistry. Of these 904 assessment scores, 70 percent indicated mastery of the outcome, 28 percent exhibited the outcome at a satisfactory level, and two percent (19 students) demonstrated lack of competence in the scientific method. ([IIA.136](#))

For the GE SLO, “Explain the methodologies employed in social scientific inquiry” for social and behavioral sciences, six percent of students assessed failed to meet the outcome, with 49 percent exhibiting the outcome, and 45 percent exceeding the outcome. ([IIA.136](#))

Of students assessed for the GE SLO, “Student demonstrates the ability to communicate knowledge, information, ideas, and feelings, and enhance the ability to evaluate, problem solve, and make decisions,” ten percent did not meet the outcome, while 33 percent showed proficiency and 56 percent exceeded the outcome. Because of the broad nature of this outcome, courses from a variety of disciplines demonstrate this outcome. ([IIA.136](#))

The English composition GE SLO assessment is embedded in the course-level SLOs that are assessed in English 1500 and English 1600. In English 1500: Composition and Reading, the institutional SLO, “Students write effectively at an associate degree (Freshman English) level upon graduation,” seven percent of students assessed did not exhibit the outcome, while 56 percent met the outcome and 36 percent exceeded the expected standard of proficiency. ([IIA.135](#))

For the ISLO, “Student judges or evaluates information based upon standards and criteria, values and opinions,” nine percent of students placed in English 1600: Critical Thinking, Literature, and Composition did not exhibit the outcome, while 57 percent of those assessed exhibited the expected outcome and 28 percent exceeded the expected outcome. In English 1500: Composition and Reading, the ISLO, “Students write effectively at an associate degree (Freshman English) level upon graduation,” seven percent of students assessed did not exhibit the outcome, while 56 percent met the outcome and 36 percent exceeded the expected standard of proficiency. ([IIA.136](#))

Ensuring Relevance

All courses at Taft College are in the process of being reviewed on a five-year cycle to ensure that the requirements of the CORs remain up to required skill levels. Courses defined as general education courses are reviewed to confirm their inclusion in general education

remains appropriate. This review process was initiated in late October 2013.

Self Evaluation

Taft College meets this standard. Courses placed in general education include content and student skills betterment in the scientific method, social scientific inquiry, communication and analytical thinking, and written composition. Additionally, students develop, per a local requirement, the ability to evaluate information while research and information competency skills are supplemented, bolstered, and extended through English and other courses in general education. Most students assessed in these areas exhibit the expected standard of proficiency for these outcomes upon completing these courses.

Currently, there are no measures in place to track how students apply their specific skills at transfer or graduation or in subsequent employment.

Actionable Improvement Plan

In the near future, instructional scorecards and department/division dashboards for tracking student success after leaving Taft College (based on an instructional data mart) will be implemented in response to SB 1456. Furthermore, graduate success surveys will be implemented and made available on these dashboards.

Other work in progress includes collaboration with local CSU partners ensuring alignment of GE SLOs.

IIA3c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for

cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary

Taft College developed an ISLO that addresses the standard as listed below.

ISLO: Community/Global Consciousness and Responsibility - Graduates should be able to demonstrate social and cultural awareness, ethical behavior, effective and sensitive communication, and commitment to learning.

- Analyze from various perspectives the implications of events, past or present, on diverse population groups external to the U.S.
- Apply relevant facts and assumptions related to an ethical dilemma.
- Apply theoretical models for cross-cultural comparisons.
- Assess how the world has been and continues to be shaped by natural, social, and cultural processes and evaluate how their own lives are impacted by these processes.
- Compare and contrast essential cultural and social similarities and differences between two cultures.
- Demonstrate professional and ethical behavior.
- Identify key issues facing the contemporary world in terms of outcomes.
- Exhibit ethical behavior in dealing with people, problems, and situations.
- Take responsibility for personal actions and well-being, make ethical decisions in complex situations, and participate actively in a diverse society.

Affective outcomes are found within humanities and social science course SLOs.

GE SLOs: Humanities

- Develop an awareness of ways in which people through the ages and in different cultures respond to the world around them through artistic and cultural creations.
- Demonstrate an understanding of human diversity and tolerance for different perspectives, ideas, and values.
- Describe how the arts, literature, philosophy, foreign languages, or religion reflect the historical, intellectual context and aesthetic tastes of various cultures using value judgments.

GE SLOs: Social and Behavioral Science

- Discuss the influence of major social, cultural, economic, and political forces on human behavior and institutions using the major concepts, models, and concerns developed through the social sciences in contemporary as well as historical settings and in a variety of cultural contexts.
- Explain the principles, concepts, models, value systems, and ethics employed in social scientific inquiry.

Analysis

As an example of assessment evidence, Taft College developed the ISLO “Community/Global Consciousness and Responsibility.” This affective ISLO states, “Graduates should be able to demonstrate social and cultural awareness, ethical behavior, effective and sensitive communication, and a commitment to learning.” This SLO is mapped to GE SLOs to improve student success and achievement as detailed on Taft College’s SLO website. (IIA.143)

As an example, the humanities GE SLO, “Develop an awareness of ways in which people through the ages and in different cultures respond to the world around them through artistic and cultural creations,” has been assessed with increasing competency demonstrated at higher course levels. ([IIA.136](#))

All GE SLOs for social and behavioral sciences have been assessed. For the affective social and behavioral sciences GE SLO, “Explain the principles, concepts, models, value systems, and ethics employed in social scientific inquiry,” five percent of students assessed failed to meet the outcome, 57 percent exhibited the outcome, and 38 percent exceeded the expected standard of performance. ([IIA.136](#))

Self Evaluation

Taft College meets this standard. Courses within general education have appropriate affective outcomes. However, these outcomes currently have the fewest assessments of all of the GE SLOs and not all of the courses have had course-level outcomes mapped to appropriate general education outcomes in eLumen. To address this disparity, a student survey including questions on civic responsibility has been developed to capture voter registration behaviors, volunteerism for nonprofits, and membership in civic organizations, among other actual behaviors. ([IIA.144](#))

Actionable Improvement Plan

Current plans are to administer the survey described earlier that has been developed to ensure assessment, and to then close the loop for courses that have embedded affective SLOs to validate their treatment of these SLOs.

IIA4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary

Since July 1, 1968, Taft College has followed Title 5 of the California Education Code, which requires students complete of a minimum of 18 units in a major or field of study, a minimum of 18 units of general education courses in specific areas, a total of 60 units of study, and earn a minimum of a “C” (2.0) Grade Point Average (GPA) and a minimum grade of “C” in all courses in the major, local requirements, and competency fields before an associate degree may be conferred.

Taft College offers 95 certificates and degrees, including:

- 35 Associate of Arts and Associate of Science programs
- 12 Associate of Arts and Associate of Science for Transfer programs (ADTs)
- 26 state-approved certificate programs
- 22 locally approved certificate programs

All but one of the certificate programs is occupational in nature – the one exception is TIL, a specialized program for students with intellectual disabilities.

Each degree or field of study focuses on at least one area of inquiry or has at its core an area of emphasis. Each major requires the completion of a minimum of 18 units in a focused area of study, the completion of a minimum of 18 units of general education in specific areas, plus elective units for a total of 60 units of study in which a student must earn a minimum of a “C” (2.0) Grade Point Average in all courses of the major or field of study. ([IIA.001](#))

Regardless of the nature of the program, each requires an annual program review. Courses are on a five-year review cycle. This process is consistent with the BOT Policy 4020. ([IIA.005](#))

Self Evaluation

Taft College meets this standard as evidenced by the program listings and requirements outlined in the College’s Catalog.

Actionable Improvement Plan

None.

IIA5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary

Taft College prepares students to enter the workforce based on industry standards and requirements including those occupations that require licensure or certification. Taft College has three programs that require external licensure for both degree programs and certificates: (1) Court Reporting, (2) Dental Hygiene, and (3) Early Care, Education, and Family Studies. All these licensure passage rates meet the state licensing examination.

In the Applied Technology Division, the Court Reporting program is designed for those wishing to enter the field of court reporting. Courses in this program prepare students to take the California Court Reporter's Board Examination to become Certified Court Reporters. ([IIA.001](#))

In the Math and Science Division, Dental Hygiene is one of Taft College’s widely recognized programs in the region. The program provides high-quality training and preparation for those wishing to

enter the dental profession as a hygienist. The program is accredited by the American Dental Association Board. ([IIA.001](#))

In the Social and Behavioral Sciences Division, Early Care, Education, and Family Studies courses and specific competences are used to fulfill requirements leading to California Child Development permits. These levels of certification include Child Development Assistant Teacher, Child Development Associate Teacher, Child Development Master Teacher, Child Development Teacher, Family Child Care Provider I and II, Early Intervention Assistant I and II, Master Teacher Infant Development, Master Teacher School Age Care Development, and Master Teacher Special Needs. ([IIA.145](#))

The Associate Teacher Certificate of Achievement fulfills the requirements for the Associate Teacher level, qualifying students to work in most privately funded centers or open their own child care facility. The Associate of Science degree fulfills requirements for the teacher level, qualifying students to work in state funded preschools or for Head Start. ([IIA.146](#))

Students demonstrate their technical and professional competencies outside the College when they are employed in their respective industry. CTE Programs consistently meet with advisory boards several times a year to ensure that technical and professional competencies meet employment standards pertinent to their fields. ([IIA.068](#))

Students completing vocational and occupational certificates and degrees demonstrate technical competencies to meet industry standards. This is validated and monitored through the active participation of advisory committees and employer feedback, such as is designed into the CTE internship program.

A needs assessment was conducted for the recently completed EMP

that surveyed area industry and local businesses, and includes regional projections of employment demand. All new occupational programs are reviewed for labor market need and possible duplication of offerings by the regional consortium for occupational programs before obtaining state approval.

Programs are reviewed for consistency in the crosswalk of the Taxonomy of Program (TOP) codes, Classification of Instructional Program (CIP), and Standard Occupational Classification data standards by the Technical Review Committee whenever programs are presented for updates. ([IIA.080](#))

Self Evaluation

Taft College meets this standard. All vocational programs prepare students for the licensure/certification relevant to the program. To improve, Taft College is engaged in student equity work to find where there is disproportionate impact within the vocational/technical programs.

Actionable Improvement Plan

None.

IIA6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.

Descriptive Summary

The Taft College Catalog and Student Handbook provide authoritative information about educational programs, fields of study, and transfer offerings. The catalog includes the purpose, content, course requirements, and program SLOs for all courses and programs. The catalog is reviewed and updated on an annual cycle with an addendum prepared for spring term. The catalog is available online with links to the Student Handbook, the class schedule, departmental details, faculty information, and specific program information. ([IIA.103](#))

The Office of Instruction collects syllabi from all faculty at the start of each term as called for in the Faculty Handbook. Course Syllabus recommendations are available on the faculty resources page of the Office of Instruction website. ([IIA.147](#)) ([IIA.148](#))

Self Evaluation

Taft College meets this standard. Clear and accurate information is provided online and in the catalog, which is regularly reviewed to ensure accuracy, including the evaluation of learning outcomes to ensure comparability.

Actionable Improvement Plan

None.

IIA6a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary

Taft College clearly states its transfer policies to students via the catalog. The catalog includes a description of the major or certificate, required courses, prerequisites/co-requisites, elective courses of study, required number of unit credits, as well as transferability to UC and CSU campuses and IGETC or General Education (GE) Breadth requirements.

Transfer information is also available in each semester's schedule and at the College's counseling center from the transfer counselor or from general counselors.

Course objectives are listed in each approved COR and each course has learning outcomes that are listed in course syllabi housed in the Office of Instruction. ([IIA.141](#))

Instructors are to provide course syllabi to students on the first meeting of their courses. This is a recommendation for best practice; however, it is not a policy. The Office of Instruction collects

syllabi the first week of every semester for every section. The policy is included in the Faculty Handbook “Course Syllabus” section on the Faculty Resources webpage located on the Office of Instruction website. ([IIA.148](#))

Transfer from Taft College

To ensure smooth transfer between institutions, Taft College has aligned the SLOs for general education with the local CSU general education outcomes. CSU Bakersfield is the major receiving institution for Taft College transfer students.

Taft College has created 12 Associate Transfer Degrees (ATD) pursuant to SB 1440 and SB 440, meeting state mandates where applicable. Taft College also actively submits courses for the California Identification Numbering System (C-ID) approval for all courses comparable to the established descriptors. Taft College has course-to-course articulation agreements with all of the UCs and CSUs as well as many of the independent universities. The College has transfer agreements with the UCs and CSUs and independent universities, most recently including an agreement with the University of La Verne expediting completion of a degree in Early Childhood Education (ECE). All of the course-to-course information is housed in the ASSIST.org online repository. ([IIA.122](#))

Expected learning outcomes for degrees and certificates are stated in the catalog. Recruitment materials are designed to make the public aware of program outcomes, and the public is informed about programs and requirements through the College orientation process, the College website, advertisements, and marketing processes.

The Taft College Articulation Officer is currently assigned 50 percent Articulation Officer and 50 percent SLO Coordinator. The

Articulation Officer is responsible for coordinating general education requirements and major requirements with baccalaureate institutions and submitting updates to its general education and IGETC courses. A part of the Articulation Officer’s duties is to keep faculty and student services staff advised of all articulation agreements as well as what needs to change if agreements change or new courses are not approved.

Taft College actively pursues aligning transfer courses with C-ID descriptors to enhance articulation with the CSUs.

Taft College has also entered into articulation agreements with most CSUs and the UCs. In addition, Taft College has agreements with many independent colleges and universities such as the University of Laverne, University of Phoenix, National University, and one out-of-state university - North Central University in Prescott, Arizona. These agreements are published in the catalog (pages 32 through 37), are posted on the College website, and are available through Project Assist (the California articulation database), which can be accessed through the College website ([IIA.103](#)). Courses that have been accepted for transfer to the CSU and/or UC systems are indicated in the catalog and schedule of classes. ([IIA.103](#)) ([IIA.109](#))

Transfer into Taft College

Taft College accepts transfer credit from various sources, including work completed at other accredited colleges via the College-Level Examination Program (CLEP), the military, DANTES, ACE, and as Advanced Placement credit. This acceptance is clearly outlined in the 2015-2016 Taft College Catalog (page 22). ([IIA.103](#))

Academic counselors and advisors work with course evaluators at other institutions to compare those courses with courses taught at

Taft College to determine equivalency. If a course is from an out-of-state college or private school, the academic counselor or advisor seeks information from the discipline instructor and division chair. Exceptions are made through a petition process to the Academic Policies and Procedures Committee, which uses the catalog description from the College where the course was originally taught to make determinations for substitution or equivalency. If equivalency is not apparent, a formal process is in place to request acceptance of courses from other colleges. Advisors and counselors complete a petition, present supporting documentation, obtain appropriate signatures, and present the form to the Academic Policies and Procedures Committee for approval.

Self Evaluation

Taft College meets this standard. Transfer-of-credit policies are clearly stated and widely published to provide students with seamless transfer to and from Taft College. Equivalencies are grounded in comparable learning outcomes, and the College develops articulation agreements where patterns of student enrollment between institutions are identified.

The work of C-ID alignment is ongoing, as well as developing as many AA-T and AS-T degrees as possible from existing courses. Collaborations with the CSU partner to ensure comparable SLOs within the GE patterns is an active area.

Actionable Improvement Plan

None.

IIA6b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their

education in a timely manner with a minimum of disruption.

Descriptive Summary

AP 4021 addresses Program Discontinuance. According to this procedure, when there is a declining trend in enrollment a specific sequence of steps may be initiated that leads to the program's discontinuation, beginning with the notification of the Vice President of Instruction and President of the Academic Senate. ([IIA.149](#))

While the College has not eliminated any programs since the last accreditation site visit in 2009, two programs are currently not being offered. Both were impacted by the lack of facilities. The first of these programs is the Automotive Technology Program – the campus facility was eliminated in the process of facilities renovation. The contingency plan of using the Taft Union High School facilities proved unworkable and no alternative facility was located. As a result, students were redirected to Bakersfield College to complete their studies, Taft College temporarily ceased offering courses, and no new students were admitted to the program.

As of spring 2012, Taft College's Welding Program was being offered in a facility that was not up to safety standards and an alternative location was not able to be located. Students were able to meet their educational goals with the limited offerings and welding students were referred to other area programs. In this instance, Taft College located a facility that it is developing to accommodate offering the Welding Program again, beginning in the summer 2015 term.

Self Evaluation

Taft College meets this standard. In the case of both the Automotive

Program and the Welding Program, alternatives were provided to the students that allowed them to complete their educational objectives with minimal disruption.

Taft College makes every effort to ensure that all students in discontinued programs are able to complete their education in a timely manner with a minimum of disruptions. If program requirements are changed or a program eliminated, Taft College advisors and counselors proactively work to make accommodations for students who are adversely affected by the change. Minimum enrollment in a course is often waived in order to accommodate students who need the course.

Actionable Improvement Plan

Complete the process of formally discontinuing the Automotive Program.

IIA6c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary

Taft College provides accurate information about services, programs, and policies through its website, handouts, recruitment materials, the class schedule, Taft College Catalog and Student Handbook, press releases, advertisements, President's Reports to the Community, Fast Facts brochures, President's Newsletters, and specific program brochures. Posters and brochures highlighting

student services are kept on display in high student-traffic areas.

Policies and procedures are reviewed by the Public Information Committee. The Public Information Committee is the primary source of publications and information with respect to the College's relationship with the community at large. The committee is currently reviewing website navigation and branding to provide consistent guidelines for groups across campus. ([IIA.150](#)) ([IIA.151](#))

One primary publication that Taft College uses to represent itself and disseminate information is the catalog. The catalog workgroup convenes monthly to update the catalog to ensure accuracy and completeness. The catalog is published on the website once per year with an addendum that is published in advance of the spring term. The Schedule of Classes also provides information to students and the community. These resources are made available on the College website.

Other notable sources of information made available via the College website include:

- The IAR&P Office publishes the Scorecard reports.
- The College maintains a student SLO page that describes what SLOs are, their use, and data reports.
- Program reviews are published on the web.
- Registration is fully implemented online.
- The Faculty Resources webpage is maintained by the Office of Instruction.
- The College website has a link for the Taft College Report to the Community produced by the Superintendent/President.
- Faculty, Staff, Administrators, and Students receive monthly Campus Updates from the Superintendent/President through Taft College e-mail accounts.
- 2013 Annual Crime Report produced by Vice President of

Student Services.

- Daily Crime Log produced by Taft College Campus Safety Officer and Advisor.
- Meeting agendas and minutes are posted online, including those for the BOT.

The Public Information Committee, under the leadership of the Vice President of Student Services, plans and directs periodic announcements and advertising campaigns. These items appear in local media such as radio, TV, newspapers, and community periodicals.

In the past few years, Taft College has effectively communicated its message to the community through mass media. These include newspapers and periodicals such as the *Bakersfield Californian*, *Taft Midway Driller*, *Taft Independent*, *West Side Living Magazine*, and *Reed Print*. Local radio stations are also used and include KISV 94.1, KELLY 95.3, KRAB, KUZZ, and KBFX. In addition, Taft College makes announcements on cable TV (Bright House Networks), Screenvision, and National Cinemedia, which runs the announcements in local movie theaters.

Recognizing the increasing number of Spanish-speaking residents in the community, Taft College has been responsive to the communication need by utilizing Spanish language TV stations such as Telemundo and Univision, and Spanish radio stations such as Lobo, Concierto, KIWI, KPSL, KWAC, and KCHJ. In addition, Taft College has placed announcements in *Mercado Nuevo*, a Spanish publication. A typical announcement contains course offerings and student support services available, such as bi-lingual staff members being ready to assist potential students by providing additional information and answering their questions.

All Taft College announcements are handled through the Public

Information Committee that is charged with coordinating and ensuring the integrity and accuracy of College publications.

The Board policies of Taft College are updated as necessitated by revisions in federal and state regulations, external and internal changes, and periodic policy reviews. New and revised policies are approved by the Board and copies of new or revised policies are distributed to the College campus and made available to the community.

The College regularly reviews its policies and procedures.

Self Evaluation

Taft College meets this standard.

Actionable Improvement Plan

With the advent of the web the challenge is how to reliably maintain accuracy. To improve, Taft College is working to address this by integrating web updates into an IPM, as outlined in the College's EMP.

IIA7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

Descriptive Summary

BP 4030, Academic Freedom, is published in the catalog, in the

Faculty Handbook available online, and is made available to all full-time and adjunct faculty members in their orientation to the College via the faculty resources webpage. ([IIA.152](#)) ([IIA.153](#)) ([IIA.154](#))

BP 5500, Standards of Conduct, was approved and made public in 2003. This policy addresses a wide range of student conduct issues and guidelines, including academic dishonesty. Related procedures are addressed in AP 5500. ([IIA.155](#)) ([IIA.156](#))

Student conduct issues are also addressed in the Student Handbook and it is highly recommended in the Faculty Resources webpage provided by the Office of Instruction that these issues be addressed in course syllabi. ([IIA.157](#))

The Taft College mission does not call for the promotion of any specific beliefs or worldviews. ([IIA.006](#))

Self Evaluation

Taft College meets this standard. The College has, uses, and makes public Board adopted policies of academic freedom and responsibility and student academic integrity. These commitments are well documented in a variety of institutional publications.

Actionable Improvement Plan

None.

IIA7a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary

BP 4030 states, “The instructor is entitled to freedom in the classroom in discussing his/her subject, but he/she should be careful not to introduce into his/her teaching controversial matter that has no relation to his/her subject.” The policy allows instructional members to present professional views contained within their discipline. It is expected that faculty members will follow all Board policies. ([IIA.154](#))

Students who believe class content is presented with a personal bias or who believe they are subject to intimidation as a result of expressing their opinions have recourse through the Student Grievance Policy outlined in AP 5530. The complaint procedure is communicated to students through the online Student Handbook and is available via the Administration and Campus Police webpages. ([IIA.158](#)) ([IIA.159](#)) ([IIA.160](#))

Self Evaluation

Taft College meets this standard.

Actionable Improvement Plan

None.

IIA7b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Descriptive Summary

BP 5500 on Standards of Conduct and AP 5500 on Standards of Student Conduct address the issue of academic honesty. Policies

regarding academic honesty and the sanctions for violating those policies are clearly communicated to students in the online Student Handbook under the following headings:

- Academic Honesty
- Standards of Student Conduct

Course syllabi include information on academic integrity as described in the syllabus recommendations of the faculty resources page maintained by the Office of Instruction. ([IIA.157](#))

These policies and procedures are also available as hyperlinks on the internet via the Taft College website on the Administration & Campus Policies webpage. ([IIA.155](#)) ([IIA.156](#)) ([IIA.160](#))

The Faculty Handbook recommends inclusion of the Academic Honesty Policy in course syllabi and most classroom faculty follow the recommendation. ([IIA.153](#))

Self Evaluation

Taft College meets this standard. Expectations regarding academic honesty and consequences for dishonesty are provided to students through a number of sources in both print medium and the web. Taft College takes a comprehensive approach to getting this important message about expected academic integrity out to its learning community.

Actionable Improvement Plan

None.

IIA7c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that

seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Descriptive Summary

The Taft College mission does not call for the promotion of any specific beliefs or worldviews. ([IIA.006](#))

Self Evaluation

Taft College meets this standard.

Actionable Improvement Plan

None.

IIA8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Descriptive Summary

Taft College does not operate any overseas programs.

Self Evaluation

Taft College meets this standard.

Actionable Improvement Plan

None.



Taft College's remodeled Library and Student Services buildings are both beautiful and functional.

IIB. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

IIB1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary

Taft College is an open-access College with admissions and enrollment policies that are consistent with state regulations and the West Kern Community College District (WKCCD) Board policies. The College provides programs and services to enhance and support the learning environment and the achievement of stated SLOs. These programs and services are evaluated on an ongoing basis to ensure that they meet the needs of students and the community. The services provided to support students are consistent with the vision of the College, which states, “Taft College instills a passion for learning, leading to success for all.” The College’s vision is aligned with its mission of, “creating a community of learners by enriching the lives of all students we serve through career technical education, transfer programs, foundational programs, and student support services. Taft College provides an equitable learning

environment defined by applied knowledge leading to students’ achievement of their educational goals.”

The student population at Taft College has changed dramatically over the past several years, becoming more diverse in ethnicity. The College has conducted research to better understand student and community needs by examining environmental scan data, adult education needs assessment data, and student feedback through the Community College Survey of Student Engagement (CCSSE) ([IIB.001](#)) ([IIB.002](#)) ([IIB.003](#)). These data help to inform and shape College planning for student support services

Taft College provides a variety of core student support services in person, online, and by telephone. Support services include general and specialized counseling, financial aid, campus life, and admissions and records services. All of these services contribute to the institution's mission to enrich the lives of all students, not only via programs but by means of student support services so students may achieve their educational goals. ([IIB.004](#))

Admissions

Taft College uses the online CCCApply state application ([IIB.005](#)). Efforts are underway to upgrade to the new Open CCCApply application. Admissions services include verification of residency, international student applications, AB540 eligibility, foster youth status, census processing, adds and drops, and academic standing([IIB.006](#)) ([IIB.007](#)) ([IIB.008](#)). Upon admission, each new student participates in Steps to Success, including orientation, assessment, and counseling services prior to registration. ([IIB.009](#))

SSSP

Taft College assures the quality of its student support services and

demonstrates these services support student learning. The components of the Student Success and Support Program (SSSP) include admissions, orientation, assessment, counseling/advising, follow-up services (including probation), research, and comparable services and support for distance learning students. The admissions application is available in English and Spanish, and an admissions application update is required each semester for accuracy and currency of information ([IIB.010](#)). The interactive online orientation is also available in English and students may read, watch, or listen to the various modules ([IIB.011](#)). The Testing Center offers assessment/placement services from a centralized location on campus with extended hours ([IIB.012](#)) ([IIB.013](#)). Testing is also offered at local area high school campuses, at the local and federal correctional facilities, WESTEC, and off-campus proctored testing may be requested for students outside the area. The Testing Center's continued involvement with the Central Valley Higher Education Consortium (C6 Consortium) is important due to the dialog and conversations that transpire between them regarding common assessment, multiple measures, and the use of pre-tests. ([IIB.014](#))

Counseling/advising ([IIB.015](#)) services have been restructured to align with the Student Success Act of 2012 recommendations. Part of the restructure included the establishment of Counseling Division Liaisons to increase communication with instructional faculty and better meet the needs of the students. Counseling/advising is available at the Taft Correctional Institution (a local prison), WESTEC locations, and via distance learning. Follow-up services include probation, aptitude assessment, study/learning skills, career, and transfer planning/interest. SLOs have been created, assessed, and evaluated to demonstrate these services support student learning and to ensure program effectiveness. Research studies are also used to evaluate the impact of these services on student learning. Evaluation of comparable services for distance learning is reviewed

to ensure student support services are provided to all students, regardless of service location or mode of delivery. ([IIB.016](#))

CalWORKs

CalWORKs provides students and their families with educational and career opportunities and supportive services ([IIB.017](#)). Services provided by CalWORKs include coordination and case management, counseling, childcare, job development (work-study) and placement. Orientation, intake, and eligibility requirements are met through coordination and case management efforts while working alongside the county Department of Human Services using the students' Welfare to Work plan as a guide. ([IIB.018](#)) ([IIB.019](#))

The CCCC requires an annual program plan and the College conducts an annual program review of the CalWORKs program. A CalWORKs/EOPS/CARE advisory committee meeting is held annually in collaboration with the county and other outside resources. ([IIB.020](#)) ([IIB.021](#))

A student's file is evidence of the work plan and orientation along with the program brochure. A CalWORKs Counselor provides personalized supportive counseling regarding barriers faced by the CalWORKs population. Services and verification of documentation are accepted via fax and e-mail along with phone appointments. Childcare is provided through the county Department of Human Services by means of Community Connections ([IIB.022](#)). Job development and placement into the work-study program provides students with transferable career skills and a strong work ethic. Students are evaluated once mid-semester by their department supervisor with discussion on skill development. The CalWORKs department coordinates with on-campus departments for these job opportunities and provides supplemental funding for the work-study position; this can be viewed on a Request for Student

Employment form. ([IIB.023](#)) ([IIB.024](#))

Career

Career services are provided through the Taft College Career Center and online using California Career Café ([IIB.026](#)). The Career Center provides services including but not limited to career and major exploration, personality and skills assessments, profile and action plan building, barrier identification and goal setting, coaching, cover letter and résumé building, job search training, and interview preparation. ([IIB.025](#)) ([IIB.027](#)) ([IIB.028](#))

The Career Center also coordinates internship placement by connecting Taft College students with real-world industry experience using College Central Network ([IIB.029](#)) ([IIB.030](#)). Taft College supports the local K-12 educational systems with career exploration activities, including guest speaker events, assessment workshops, field trips, and symposiums. ([IIB.031](#)) ([IIB.032](#)) ([IIB.033](#)) ([IIB.034](#)) ([IIB.035](#)) ([IIB.036](#)) ([IIB.037](#)) ([IIB.038](#)) ([IIB.039](#)) ([IIB.040](#)) ([IIB.041](#))

EOPS

Extended Opportunity Programs and Services (EOPS) is designed to assist low-income and educationally disadvantaged students to gain access to and successfully complete a program of higher education ([IIB.042](#)). EOPS is located within the Student Services building on campus and offers a centralized area for all categorical and counseling programs and easy access for student convenience. EOPS offers several services including priority registration, counseling (academic, career, and personal), book services, peer mentoring, transfer and career assistance, tutoring, and other specialized support services. The goal of the program is to help eligible students meet their educational objectives, whether they

seek occupational certificates, associate degrees, or transfer to four-year institutions. ([IIB.043](#)) ([IIB.044](#)) ([IIB.045](#))

CARE

Cooperative Agencies Resources for Education (CARE) is a supplementary grant program within the EOPS program established to provide additional services/benefits to welfare-dependent single parents with at least one child under the age of 14 ([IIB.046](#)). Financial assistance may be awarded as a means of strengthening the retention, persistence, graduation, and transfer rates of these individuals. Students participating in CARE may choose to pursue a vocational certificate or license, associate degree, or transfer to four-year institutions. CARE students receive the same services as EOPS students, plus an additional grant for childcare and a meal plan.

DSPS

Disabled Student Programs and Services (DSPS) works across departments to inform and assist the College community with disability related issues and alternative media services ([IIB.047](#)). DSPS is represented on major Taft College committees and regularly provides invaluable input regarding accessibility issues identified in the campus community. DSPS coordinates presentations during in-service through Kern County Mental Health, the DSPS Counselor, Learning Disabilities (LD) Specialist, and/or High Tech Specialist. ([IIB.048](#)) ([IIB.049](#)) ([IIB.050](#)) ([IIB.051](#)) ([IIB.052](#)) ([IIB.053](#))

DSPS increases campus awareness of federal and state laws as they relate to accommodations and equal access to curriculum. Sample accommodation statements are sent to classroom faculty each semester recommending the statement be placed on each syllabus stating assessments and accommodations are available to students

who believe they may have a learning disability and/or need accommodations to complete the class. ([IIB.054](#))

Outreach efforts with local high schools are continually modified to ensure students with disability-related challenges have a smooth transition to college. A summer bridge program is offered over the summer to teach self-advocacy and successful student behaviors. ([IIB.055](#)) ([IIB.056](#))

DSPS increases awareness and accessibility of the High Tech Center, which has been improved over the past year. Using student feedback and the needs of the students gained from the annual program review, DSPS and a consultant restructured the High Tech Center to better support student success ([IIB.057](#)). The restructure included the expansion of the High Tech Center and the uploading of software and programs to computers in a designated area in the Library. This accommodates students on campus after hours when the High Tech Center in the Student Services building is not open and students who prefer to use the High Tech Center in the Library. Student feedback indicates this option is especially important to some students who prefer open spaces. ([IIB.058](#)) ([IIB.059](#)) ([IIB.060](#)) ([IIB.061](#)) ([IIB.062](#))

Financial Aid

Taft College offers financial aid to qualifying students from federal, state, institutional, and community resources ([IIB.063](#)). Programs available include the Federal PELL Grant, Federal Supplemental Educational Opportunity Grant, CAL Grant, Chaffee Grant, Board of Governors' Fee Waiver, Work-Study Program, and numerous institutional and community scholarships ([IIB.064](#)). Consortium Agreements are also an option for students simultaneously attending both Taft College and Bakersfield College. Students apply online or attend a financial aid workshop and bilingual staff is

available to assist students. ([IIB.065](#)) ([IIB.066](#)) ([IIB.067](#)) ([IIB.068](#)) ([IIB.069](#)) ([IIB.070](#)) ([IIB.071](#))

MAPP

Monitored Academic and Progress Probation (MAPP) is a proactive academic and progress probation program ([IIB.072](#)). This program offers an orientation for students on probation and an intensive workshop for those on continued probation. Participation in MAPP is tied to priority registration as well as those reinstated students who provide a class progress report. Related to this program is an exemption for students who have been academically dismissed but demonstrated success in their most recent term. ([IIB.073](#)) ([IIB.074](#)) ([IIB.075](#)) ([IIB.076](#))

Outreach

Taft College provides traditional outreach on a regular basis to local and regional school districts and industry partners. Potential students can complete the admissions application, assessment, and enrollment process on their high school campus. The Outreach Coordinator hosts a well-attended High School Counselor Luncheon on the Taft College campus each year. The College participates in the annual College Night event in Bakersfield where nearly 10,000 high school students and parents convene to learn more about college admittance. Specific outreach efforts to high school and industry partners are also provided by the Taft College STEM Program and Career Transitions positions. ([IIB.077](#)) ([IIB.078](#)) ([IIB.031](#)) ([IIB.032](#)) ([IIB.033](#)) ([IIB.034](#)) ([IIB.035](#)) ([IIB.036](#)) ([IIB.037](#)) ([IIB.038](#)) ([IIB.039](#)) ([IIB.040](#)) ([IIB.079](#)) ([IIB.263](#))

Academic Records

Academic Records is responsible for services including the

maintenance of student and course records, verification of student enrollment, certification of graduation, general education certifications, transcript evaluations, posting of transfer coursework, processing of appeals, petitions and exceptions, production of transcripts and diplomas, and beginning and end of term processing of records ([IIB.080](#)). Transcript requests along with enrollment and degree verifications are available online. ([IIB.081](#)) ([IIB.082](#)) ([IIB.083](#)) ([IIB.084](#))

Transfer

Taft College provides a variety of resources and services to help students successfully transfer to a four-year institution. Students have access to individual counseling appointments, university representative visits, appointments with a university representative, transfer-related reference materials, UC and CSU application assistance, Transfer Admission Guarantee (TAG), transfer workshops, and the option to for concurrent enrollment with California State University, Bakersfield. ([IIB.085](#)) ([IIB.086](#)) ([IIB.087](#)) ([IIB.088](#)) ([IIB.089](#)) ([IIB.090](#)) ([IIB.091](#)) ([IIB.041](#)) ([IIB.092](#)) ([IIB.093](#))

TRIO

TRIO is a federally funded grant program providing support services for students with academic development needs ([IIB.094](#)). The focus is on success through increased retention and graduation rates. TRIO provides advising and assistance in course selection, information on financial aid programs and scholarships, education counseling, and the transfer process navigation. ([IIB.095](#)) ([IIB.096](#))

Veterans

Taft College is an approved institution of higher learning and training for veterans ([IIB.097](#)). The certifying official provides

services to Veterans and their dependents who are eligible for the Montgomery GI Bill and priority registration. These services include certification of enrollment and development of an educational plan. ([IIB.098](#))

Bookstore

At Taft College, students have the option to buy or rent their textbooks and may purchase their books in the Cougar Corner Bookstore or online. On average, students save 70 percent off the price of a new book by participating in the rental textbook program, which requires students to purchase an ASB sticker. Online ordering is especially convenient for remote, distance learning, or off-campus students who wish to have their books mailed to them. ([IIB.099](#))

Self Evaluation

Taft College meets this standard. The College assures the quality of its student support services and demonstrates these services support student learning. The CCSSE is administered and reviewed every three years and satisfactory feedback is received from the students ([IIB.003](#)). Distance education student support services are also evaluated for comparability to face-to-face course/program student support services. ([IIB.100](#)) ([IIB.114](#))

Actionable Improvement Plan

Taft College will continue to evaluate ways to provide the best services to students at sites throughout the District. The College will continue to improve the online orientation by developing additional video and module content and will continue to explore other platforms such as Comevo ([IIB.102](#)). An accurate and updated website, continual refinement of website navigation, along with branding guidelines and enhanced ADA website compliance and

accessibility will also be beneficial for efficiency, consistency, and comparability of distance education student support services.

IIB2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

IIB2a. General Information

- *Official Name, Address(es), Telephone Number(s), and Website Address of the Institution (Intro)*
- *Educational Mission (p. 6)*
- *Course, Program, and Degree Offerings (p. 62)*
- *Academic Calendar and Program Length (p. 3)*
- *Academic Freedom Statement (p. 7)*
- *Available Student Financial Aid (p. 36)*
- *Available Learning Resources (p. 32)*
- *Names and Degrees of Administrators and Faculty (p. 252)*
- *Names of Governing Board Members (p. 252)*

IIB2b. Requirements

- *Admissions (p. 8)*
- *Student Fees and Other Financial Obligations (p. 14)*
- *Degree, Certificates, Graduation and Transfer (p. 43)*

IIB2c. Major Policies Affecting Students

- *Academic Regulations, including Academic Honesty (Student Handbook)*
- *Nondiscrimination (Student Handbook)*
- *Acceptance of Transfer Credits (p. 21, 43)*
- *Grievance and Complaint Procedures (Student Handbook)*
- *Sexual Harassment (Student Handbook)*

- *Refund of Fees (p. 14)*

IIB2d. Locations or publications where other policies may be found under (Campus Policies). (IIB.103)

General Information	
Official Name, Address(es), Telephone Number(s), and Website of the Institution	Catalog Introduction
Educational Mission	Catalog page 6
Course, Program, and Degree Offerings	Catalog page 62
Academic Calendar and Program Length	Catalog page 3
Academic Freedom Statement	Catalog page 7
Available Student Financial Aid	Catalog page 36
Available Learning Resources	Catalog page 32
Names and Degrees of Administrators and Faculty	Catalog page 252
Names of Governing Board Members	Catalog page 252
Requirements	
Admissions	Catalog page 8
Student Fees and Other Financial Obligations	Catalog page 14
Degree, Certificates, Graduation and Transfer	Catalog page 43
Major Policies Affecting Students	
Academic Regulations, including Academic Honesty	Catalog page 17, Student Handbook
Nondiscrimination	Catalog page 17, Student Handbook
Acceptance of Transfer Credits	Catalog page 21, 43

Grievance and Complaint Procedures	Catalog page 17, 32, Student Handbook
Sexual Harassment	Catalog page 17, Student Handbook
Refund of Fees	Catalog page 14
Locations or Publications Where Other Policies May Be Found	
Admissions and Records schedules/catalogs	
Archival print copies of Student Handbook	
Website: Policies and Procedures	

Descriptive Summary

Taft College uses various methods to ensure accurate and current information is available for potential and current students. The Taft College Catalog and Student Handbook, Schedule of Classes, Taft College Website, program flyers, and brochures are the main resources used to document programs offered, admissions policies, graduation requirements, academic policies, refund policies, student conduct standards, and complaint and grievance procedures ([IIB.104](#)) ([IIB.105](#)) ([IIB.106](#)) ([IIB.107](#)). Board policies and administrative procedures not identified in the College catalog are available on the College's website in one area so they are easy to locate and access. ([IIB.108](#))

The Taft College Catalog and Student Handbook is reviewed and updated every year. As part of the cycle of continuous quality improvement, the Catalog Workgroup meets monthly to review and update the catalog and discuss other potential changes that could be implemented to improve the catalog. The catalog is made available each year online by May 1st. Throughout the year, an addendum to the catalog is also produced and made available online in November. ([IIB.109](#))

When a curriculum change to the catalog is necessary (i.e., updated

course description, change to a field of study, addition of a certificate or degree, C-ID approval), a memo is routed with signatures required by the Vice President of Student Services, Vice President of Instruction, Director of Admissions and Records, Articulation Officer, and Coordinator of Counseling. This process helps to ensure all are knowledgeable of the necessary change(s). ([IIB.110](#))

The Taft College Catalog, Student Handbook, class schedule, admissions requirements, major policies, procedures, and other documents and publications containing policies are available online ([IIB.111](#)). Taft College makes every reasonable effort to ensure the information is accurate and made available in alternate formats.

Self Evaluation

Taft College meets this standard. The College provides a catalog for its constituencies with precise, comprehensive, and current information. The catalog is available online and is current, complete, clear, easy to understand, easy to use, and well-structured. The catalog is reviewed for accuracy and currency, and a process is followed to publish an annual addendum to keep the catalog updated. The catalog is available online and is easily accessible to students, prospective students, and the public. Policies not included in the catalog are easily accessible in alternate publications.

The College maintains records of student complaints and grievances through files in the Office of Student Services. Student complaints and grievances are reviewed and resolved following the processes outlined in the Student Handbook and are then confidentially stored and filed. The Student Handbook explains the rights and responsibilities of students and provides information on how to contact the Title IX Coordinator on campus. ([IIB.112](#))

The College solicits feedback from students and staff on ways to make the catalog and website more user-friendly. Continual improvement to the publication of the catalog and the process followed by the Catalog Workgroup is also important. The Catalog Workgroup meets regularly to refine processes related to the compilation of information necessary for the production of the catalog each year. Exploring different technologies available to assist with the production of the catalog for efficiency and accuracy of information will continue to be discussed. ([IIB.113](#))

Actionable Improvement Plan

None.

IIB3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary

Taft College regularly conducts research to identify students' learning needs and provides appropriate services and programs to address those needs.

Student needs are assessed through data analysis associated with long-term planning, the annual cycle of program planning and review, and the assessment of individual student needs. These various levels of planning are part of the College's IPM.

In 2014, Taft College conducted an environmental scan on both external and internal factors. The data helped to inform the development of the EMP, which produced five major areas of recommendations. These recommendations formed the focus of the three-year SAP. The SAP goals for the next three years include a

strong focus on student learning and success. ([IIB.127](#)) ([IIB.114](#))

- 1.1 Establish a consistent method for measuring how well its offerings are meeting student, community, and industry needs.
- 1.2 Increase successful course completion rate by five percent.
- 1.3 Improve scorecard degree completion by five percent.
- 1.4 Increase basic skills course success and completion rates by five percent.
- 1.5 Increase retention rates by five percent.
- 1.6 Increase persistence rates by five percent.
- 1.7 Increase completion of 30-unit momentum point by five percent.

Taft College's program review process requires all units within the district to complete a program review annually ([IIB.235](#)). This process includes requiring each department to identify the linkage between the department's goals and the strategic goals of the College, as well as an analysis of department specific data to identify issues including student needs.

Individual students are assessed during academic counseling sessions in conjunction with building a student education plan. Students who seek student support services are assessed to determine whether they qualify for the programs and whether the programs will meet their needs, such as DSPS, EOPS, CalWORKs, Student Health Services, and Veterans Services.

Self Evaluation

Taft College meets this standard. The College conducts research to identify students' learning support needs and provides appropriate services and programs to address those needs.

IIB3a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Taft College assures equitable access to all students by providing services regardless of service location or delivery method. Departmental forms and information are available online and in printed form to help provide appropriate, comprehensive, and reliable services to students ([IIB.115](#)). The College uses technology to drive and deliver the direct components of the SSSP process. Many services are available online, including the CCCApply admissions application (available in English and Spanish), transcript and enrollment verifications, the financial aid application (available in English and Spanish), FATV, the interactive online orientation, tutoring services, access to Library resources and databases, access to an electronic student education plan and planning tool, and online and off-campus counseling services are provided to students at various service locations ([IIB.005](#)) ([IIB.116](#)) ([IIB.117](#)) ([IIB.070](#)) ([IIB.118](#)) ([IIB.119](#)) ([IIB.120](#)) ([IIB.121](#)) ([IIB.015](#)). Additional student support services include DSPS, EOPS/CARE, CalWORKs, VA, QFS, TRIO, and TIL ([IIB.042](#)) ([IIB.047](#)) ([IIB.017](#)) ([IIB.097](#)) ([IIB.094](#)) ([IIB.122](#)). Each program helps to assure equitable access to all students. ([IIB.094](#)) ([IIB.095](#)) ([IIB.016](#))

It is vital to Taft College's success to continue to review, modify, adapt, and revise face-to-face, phone, online, offline, video, and paper formats of materials and services to ensure all students have equal access to the most up-to-date, appropriate, comprehensive, and reliable services regardless of service location or delivery method. The College will continue to place emphasis on ensuring equitable access to students at the local and federal correctional facilities, WESTEC location, and distance education participants with appropriate support services provided either in person or through

technology.

Self Evaluation

Taft College meets this standard. The College provides equitable and quality support services to advance the educational opportunities of all students regardless of service location or mode of delivery. The College provides various services face-to-face, online, and offline to meet the student support needs of its students.

Actionable Improvement Plan

None.

IIB3b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary

Taft College's values are reflective of the College's focus on personal and civic responsibility and the intellectual, aesthetic, and personal development for all of its students. These values are:

- Students and their success
- A learning community with teaching excellence
- An environment conducive to learning, fairness, dialogue, and continuous improvement
- A communicative, collaborative, collegial, and respectful culture
- A partnership of students, faculty, support services, and community
- Innovation, diversity, creativity, and critical thinking

- Academic, financial, personal, and professional integrity
- Employees and their professional development
- A transparent, accessible, participative governance structure

The emphasis placed on the promotion of community service, individual growth, and philanthropic activities begins at the Board level. BP 2015 specifies that the student member shall be seated with the Board and shall be recognized as a full member of the Board at meetings. The student member is entitled to participate in discussion of issues and receive all materials presented to members of the Board (except for closed session). This Board Policy sets the tone for supporting student leadership and engagement at the highest level. ([IIB.123](#))

Student development is also reflective in the participatory governance structure at Taft College as outlined in BP 2510 and in the Taft College Governance Guide. ([IIB.124](#)) ([IIB.125](#))

ISLOs also support a culture of service, individual responsibility, and personal growth as well as ethical behavior. The Taft College ISLO for Community/Global Consciousness and Responsibility states, “Graduates should be able to demonstrate social and cultural awareness, ethical behavior, effective and sensitive communication, and a commitment to learning.” Taft College’s ISLOs provide a set of standards by which the College’s effectiveness is measured. ([IIB.126](#))

The Student Handbook supports the development of individual growth and personal responsibility by detailing expectations for student conduct. ([IIB.105](#))

Taft College supports several clubs and organizations that promote community service, individual growth, and philanthropic activities

designed to enrich and enhance the college experience ([IIB.127](#)). For example, Phi Theta Kappa (PTK), Best Buddies, Associated Student Body (ASB)/student governance assignments, and athletics are all designed to promote student development ([IIB.195](#)) ([IIB.150](#)) ([IIB.128](#)). Several classes and grant programs on campus promote transferability and cultural and civic awareness to engage students through various activities and field trips. Student representatives participate in the majority of campus committees providing opportunities for student involvement in participatory governance. ([IIB.041](#)) ([IIB.129](#)) ([IIB.130](#)) ([IIB.092](#)) ([IIB.093](#)) ([IIB.131](#)) ([IIB.132](#)) ([IIB.133](#)) ([IIB.134](#)) ([IIB.135](#)) ([IIB.136](#)) ([IIB.137](#)) ([IIB.138](#)) ([IIB.139](#)) ([IIB.140](#)) ([IIB.141](#)) ([IIB.033](#)) ([IIB.048](#))

An increased emphasis on diverse student activities to improve student, faculty, and staff involvement has been a priority of the Activities Coordinator and ASB. Their efforts have enhanced the program by increasing participation in activities and delivery of services to all students. ([IIB.142](#)) ([IIB.143](#))

Events such as the Celebration of Success Recognition Dinner and the fall and spring Athletics Sports Banquets also highlight the importance the College places on student personal development in the form of academic and athletic success through teamwork. ([IIB.144](#)) ([IIB.145](#))

An updated state of the art Library welcomes students and provides a friendly atmosphere ([IIB.121](#)). The writing and math labs, along with the Learning Center (that houses supplemental instruction and tutoring), continue to provide safe and supportive environments for students to study. The Library provides virtual and on-campus resources enhancing the scientific and quantitative reasoning process required in most transferrable level courses.

Student Services programs and resources promote the intellectual,

aesthetic, and personal development of Taft College students. The Administrative/Student Services building functions as a “one-stop center” where any student can complete the matriculation process and finalize any other administrative details. Contained within one building are SSSP services, EOPS/CARE, CALWORKS, VA, DSPS, TRIO, QFS, Admissions and Records, Cashier, and Financial Aid.

Student Services programs and resources cultivate self-reliance and responsibility within the scope of the services they offer. For example, counselors and advisors assist students with their education plans, designation of majors, course selections, transfer preparations, graduation planning, career searches, referrals to other services, and personal and crisis counseling. Special services provide eligibility assistance and additional services based upon students’ individual needs such as supplemental instruction, tuition assistance, classroom supplies, educational accommodations, and registration assistance. These services help students learn study skills and support effective retention strategies. ([IIB.016](#)) ([IIB.146](#))

Students in the Athletic Program and ASB are encouraged to provide community service. For example, the women’s volleyball team annually supports Breast Cancer Awareness and raises funds for the Taft Soroptimist Club’s Critical Care Transportation Program for those needing transportation for cancer treatment. For the last three years ASB and the Athletic Department have participated in Community Clean Up events sponsored by the City of Taft and Kern County. ASB annually collects donated canned goods and food items during the holidays to provide to low income families. ([IIB.147](#)) ([IIB.148](#)) ([IIB.149](#))

Taft College is home of the acclaimed TIL program, an innovative program that helps transition adults with intellectual disabilities into the community by engaging them in the college experience and simultaneously teaching life skills and techniques for self-advocacy

([IIB.122](#)). The College learning community as a whole is enriched by the TIL students working alongside traditional college students in a variety of on and off-campus activities to create a warm and inclusive atmosphere. The Best Buddies program pairs nonTIL students with TIL students to develop friendships that are often life-long and life-changing ([IIB.150](#)). The College has received two consecutive Social Responsibility grants from Chevron to support work experience assignments for paired nonTIL/TIL students at Goodwill Industries. ([IIB.151](#))

The College will continue to explore and develop opportunities to provide an environment that encourages personal and civic responsibility at all service locations. The College will also continue to use dialogue, feedback, and results from evaluations to further enhance the learning environment on campus and identify areas of potential improvement.

Self Evaluation

Taft College meets this standard. Through its participatory governance structure and a wide variety of innovative programs and services, the College provides an environment that supports personal and civic responsibility, as well as the intellectual, aesthetic, and personal development of its students.

Actionable Improvement Plan

None.

IIB3c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

Taft College designs, maintains, and evaluates counseling and academic advising programs to support student development and success. The College prepares faculty and other personnel responsible for the advising function. At 691 students per counselor in 2014, Taft College exceeded the state average in the counselor to student ratio.

Taft College supports the recommendations of the Student Success Act and the newly implemented SSSP (formerly matriculation). The SSSP enhances student access to the California Community Colleges (CCC) by promoting and sustaining the efforts of students to be successful in their educational endeavors. The goals of the SSSP are to ensure all students complete their college courses, persist to the next academic term, and achieve their educational objectives through the assistance of the student direct components of the SSSP process: admissions, orientation, assessment and testing, counseling, and student follow-up. ([IIB.016](#))

One important area within SSSP is counseling ([IIB.015](#)). Counseling services are evaluated annually and a substantial restructure took place in the fall of 2013. Counselors now serve as division liaisons to support instructional faculty and students within a specific division. Monthly contact and prescribed activities are performed to support the needs of each division and the needs of the students within each division. Regular monthly meetings are held between Counseling Division Liaisons and the whole Counseling Department to continue to develop, implement, and evaluate counseling services provided. During these meetings training occurs, and outside department members are invited to join these meetings, along with representatives from other institutions. All counselors and advisors attend the meetings, including those in other programs such as Career, CalWORKs, DSPS, EOPS/CARE, TIL, Transfer, TRIO,

and VA. This helps to establish consistency of services, training, and information provided and ultimately supports student development and success. ([IIB.152](#)) ([IIB.153](#)) ([IIB.154](#)) ([IIB.155](#)) ([IIB.156](#)) ([IIB.157](#)) ([IIB.158](#)) ([IIB.159](#)) ([IIB.160](#)) ([IIB.161](#)) ([IIB.162](#)) ([IIB.163](#)) ([IIB.164](#))

In-service and professional development opportunities are available each year to support the needs of the various programs and better prepare faculty and other personnel responsible for the counseling and advising functions within each area. ([IIB.165](#)) ([IIB.166](#)) ([IIB.167](#)) ([IIB.168](#))

Counselors maintain affiliation with professional associations and attend local, regional, and statewide conferences to stay current on new regulations and practices in their field ([IIB.016](#)). Counselors and advisors are evaluated on a cyclical basis, with advisors being evaluated each year and counselors being evaluated on a rotating basis. ([IIB.169](#)) ([IIB.170](#)) ([IIB.171](#)) ([IIB.172](#)) ([IIB.173](#)) ([IIB.174](#))

In all of the above mentioned areas continual improvements are being made, driven by data and the annual program review process to support the learning needs of the student population and provide appropriate services and programs to address those needs ([IIB.235](#)). For example, the Counseling Department has been aligned with the SSSP. A Basic Skills Counselor, Career Counselor, and Transfer Counselor have been hired based upon program review needs and goals. In alignment with the SSSP, the Taft College GC created a new Student Success Committee to assist with student success efforts on campus. In the SAP, the Student Success Committee serves as an organizational champion in moving the Taft College completion agenda forward. ([IIB.175](#)) ([IIB.114](#))

To ensure that counseling services are meeting the needs of all students, Taft College modified its counseling staff hours of operation during the 2014-2015 academic year to extend its hours

one day a week; this will be evaluated at the end of the year for potential changes during 2015-2016. ([IIB.176](#))

The CCSSE is conducted every three years and was administered in spring 2015 ([IIB.003](#)). The 2012 CCSSE results show the mean student responses for Taft College are higher than the mean on nearly all questions in all categories when compared to other small colleges and the 2012 cohort as a whole ([IIB.177](#)). Taft College students were more likely to talk about career plans with an instructor or advisor, believe the College provides the support they need to succeed at the College, rank the quality of their relationship with administrative personnel and offices highly, and were satisfied with the services at Taft College. ([IIB.100](#)) ([IIB.101](#))

Self Evaluation

Taft College meets this standard. The College develops, implements, and evaluates counseling and academic advising services on a regular basis. The evaluation of counseling and academic advising includes whether or not student development and success is enhanced and if counselors and advisors are trained accordingly. In addition to on-campus services, counseling/advising and comparable services are available regardless of service location or delivery method.

Actionable Improvement Plan

Taft College will periodically review Student Services hours of operation and consider providing extended evening hours for students unable to visit during their normal hours.

IIB3d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary

Taft College designs and maintains programs, practices, and services that support students' understanding of and appreciation for diversity.

BP 3050 specifically notes the important role of faculty in developing an appreciation for diversity among students and states, "Understanding and teaching the value and strength that comes from all our social differences, while respecting both law and morality, creates a culture that can more peacefully negotiate conflict by minimizing the mitigating effects of ignorance, stereotypes, and prejudice. An educated citizenry goes hand in hand with tolerance of those whose beliefs or backgrounds we may not share but who we recognize as having rights equal to our own." Further, the policy notes, "Our mission at Taft College includes developing students who respect individual rights, understand diverse viewpoints, and are good global citizens with the skills, knowledge, and ethics to build a better future for humanity." ([IIB.178](#))

Taft College values "innovation, diversity, creativity, and critical thinking," and the Taft College SAP supports student understanding and appreciation of diversity ([IIB.114](#)). These are listed in the SAP as Objective 1.1 (Student Learning/Success), which establishes a consistent method for measuring how well the College offerings are meeting student, community, and industry needs. Objective 2.1 (Access) develops an Enrollment Management Plan that meets Full-Time Equivalent Student (FTES) targets with efficient use of resources while providing equitable access to students. The recently updated Student Equity Plan (SEP) outlines how to identify disproportionately impacted student groups and works with the SSSP and the Access and Success Committees to address specific needs for identified groups of students. ([IIB.179](#)) ([IIB.180](#)) ([IIB.175](#))

Taft College has developed an ISLO that measures students understanding of diversity: “Graduates should be able to demonstrate social and cultural awareness, ethical behavior, effective and sensitive communication, and a commitment to learning.” This institution level SLO provides the standard by which the College measures its effectiveness in developing student awareness and appreciation for diversity. ([IIB.181](#))

Curriculum

Taft College promotes the understanding and appreciation of diversity by encouraging students to take SOC 2110: Minority Group Relations to meet the gender, race, and ethnicity requirement before transferring to the CSU system. The course has been approved as C-ID: SOCI 150 and the description reads, “This course is a broad introduction to minority group relations in the United States. From a sociological viewpoint, it examines the historical experiences, contemporary circumstances, and future expectations for the country’s major racial, ethnic, religious, and gender minority groups. In addition, minority groups defined by age, disabilities, and sexual preference are explored.” ([IIB.182](#)) ([IIB.183](#))

For the past 10 years, the English Department has invited author Lu Chi Fa to speak about his book, *Double Luck*, which details his experiences as a child in China. In 2014, the English Department also invited author Sonia Nazario to speak about her novel *Enrique’s Journey*. Most recently, the College has joined with the City of Bakersfield in supporting its “One Book, One Bakersfield, One Kern County” program to encourage reading across the county. For the past two years, the selected books have had themes dealing with diverse experiences.

The College faculty organized a community discussion on the book *The Immortal Life of Henrietta Lacks* by Rebecca Skloot in 2013, and

in 2014 the College faculty organized a discussion on the book *Enrique’s Journey*. The incorporation of these books into the English curriculum, the community, and student discussions reflects Taft College’s commitment to the development of appreciation for the diversity amongst students. ([IIB.184](#)) ([IIB.228](#))

Taft College programs that promote and enhance diversity focus on providing services to underrepresented groups. DSPS provides in-service training and faculty and student resource information ([IIB.047](#)). The TIL program supports the integration of students in the ILS certificate program in traditional courses, and students also participate in the Best Buddies Club ([IIB.122](#)) ([IIB.150](#)). The Title 5 QFS federal grant funded project provides a sense of community to the basic skills student population through its cohort format. TRIO and EOPS conduct outreach to first generation college students and organize transfer field trips tied with a cultural event ([IIB.094](#)) ([IIB.042](#)). Instructional programs also offer cultural field trips, an Arts Festival, and presentations. Both CalWORKs and EOPS provide a recognition luncheon at the end of the year, and the College sponsors an annual Celebration of Success recognition dinner. ([IIB.186](#)) ([IIB.187](#)) ([IIB.135](#)) ([IIB.136](#)) ([IIB.137](#)) ([IIB.138](#)) ([IIB.139](#)) ([IIB.140](#)) ([IIB.141](#)) ([IIB.033](#)) ([IIB.185](#)) ([IIB.188](#)) ([IIB.189](#)) ([IIB.190](#)) ([IIB.191](#)) ([IIB.192](#))

The number of active clubs on campus provides a diverse range of interests for student participation ([IIB.193](#)). PTK and ASB support student centered activities directly related to diversity such as Disability Awareness Week, cultural appreciation events, and a Relay For Life team. These activities enhance student understanding and appreciation of diversity through seminars, presentations, and community service. Activities are requested through ASB and, once approved, promoted through the online activities calendar ([IIB.194](#)). Some campus clubs provide services through both the chapter and national/international website. Examples include Best Buddies, PTK,

Circle K Club, and NSLS ([IIB.150](#)) ([IIB.195](#)) ([IIB.196](#)) ([IIB.197](#)). All student activities are promoted through the use of campus posters, activities calendar, detailed calendar, and through word of mouth from students, staff, and faculty. These services are measured by the use of an annual Student Activities Survey ([IIB.198](#)) ([IIB.199](#)). The College has committees in place to support diversity such as the Taft disAbilities Partnership Team (TAPT), the Student Equity Advisory Committee, and the Equal Employment Opportunity Advisory Committee (EEOAC). ([IIB.200](#)) ([IIB.201](#)) ([IIB.041](#)) ([IIB.129](#)) ([IIB.130](#)) ([IIB.093](#)) ([IIB.131](#)) ([IIB.132](#)) ([IIB.133](#)) ([IIB.134](#)) ([IIB.202](#)) ([IIB.203](#))

Self Evaluation

Taft College meets this standard. The College promotes student understanding and appreciation of diversity. Instructors promote diversity in the classroom through presenting diverse experiences, viewpoints, and field trips.

Actionable Improvement Plan

None.

IIB3e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary

Taft College has joined with the majority of other CCCs to use CCCApply as its primary application ([IIB.005](#)). This online application was designed through a collaborative process among user colleges in consultation with the CCCC. During its development, the application was reviewed for ease of use, reliability, and bias. The

application allows the College to collect and respond to data about individual student needs. With the exception of personal information such as address, phone, and e-mail, the College only requests information required for data submission to the CCCC or mandated by law or regulation. ([IIB.204](#))

Student Services has seen an increase in students requesting services, specifically those who speak Spanish. To assist these students, applications have been translated into Spanish and Spanish-speaking staff members are available to assist students in a number of student services areas.

Admissions processes and procedures are reviewed regularly by staff and improvements are planned and implemented through the College's annual program review process. A Student Services Update is provided each semester during in-service, which is primarily led by the Director of Admissions and Records. Updates are provided, feedback is solicited, and improvements in processes are made based upon feedback. Two areas of major improvement include the WESTEC application process and processing of online census rosters. Admissions/Records staff, along with staff from Student Services, WESTEC, and IT worked together to improve the WESTEC admissions data import process, benefiting both the students and the College.

Based upon feedback, the College currently has a project to improve the online admissions process by creating a form to collect and update student information prior to the beginning of each semester. This will help ensure updated, accurate student information each term.

Taft College is dedicated to proper placement in English and math and understands its importance to student success. The College has an ongoing process of evaluating admissions and placement

instruments. The College uses valid and reliable instruments to assess its students and uses Accuplacer and Combined English Language Skills and Assessment (CELSA), which are both approved instruments from the CCCCO. ([IIB.205](#)) ([IIB.206](#)) ([IIB.207](#))

Taft College reviews its multiple measure practices, policies, and procedures and understands the importance of reviewing assessment data from its diverse population. The College assesses and evaluates data from local high schools, returning students, and basic skills students. ([IIB.208](#)) ([IIB.209](#)) ([IIB.210](#)) ([IIB.211](#)) ([IIB.212](#))

Taft College completed an Accuplacer Validation Study in 2009. The outcomes assisted in adjusting cut scores, enhancing branching profiles, and identifying accurate student placement. In 2010, the Testing Center worked with instructional faculty on a content validity study. The project was intended to assist basic skills students and facilitated the identification of testing gaps, thereby improving testing services at Taft College. In 2012-2013, a multiple measures study was presented to the faculty during in-service and continued discussions on multiple measures and their use continues. Further data on multiple measures have been compiled, reviewed, and discussed with divisions and have resulted in several recommendations being brought forth for consideration. For example, the Academic Development Committee recommended using multiple measures to justify no more than one English level above the student's original placement level. Increased success has been shown for students placed using multiple measures from English 1000 to English 1500. However, the College noted lower success rates for those placed using multiple measures at the English 0800 and 0900 levels. The Academic Development Committee would like counselors to follow their specific placement recommendations and re-evaluate success in two years. ([IIB.213](#)) ([IIB.214](#)) ([IIB.215](#)) ([IIB.216](#)) ([IIB.217](#)) ([IIB.218](#)) ([IIB.219](#)) ([IIB.220](#)) ([IIB.221](#)) ([IIB.222](#)) ([IIB.223](#)) ([IIB.224](#)) ([IIB.225](#))

The Testing Center ([IIB.012](#)) offers assessment/placement ([IIB.013](#)) services from a centralized location on campus with extended hours. Testing is offered at local area high schools, local and federal correctional facilities, WESTEC, and off-campus, proctored testing may be requested for distance learning students and students outside the area.

Self Evaluation

Taft College meets this standard. The CCCApply admissions process is working well and processes are used to evaluate the effectiveness of practices and tools of admissions. The evaluations of placement processes are also used to ensure their consistency and effectiveness. The Testing Center communicates placement results campus wide, meets with instructional faculty to review placement trends, and assesses all placement data from all demographics of the College. The staff regularly attends conferences, seminars, and webinars to stay up to date with the latest field practices. ([IIB.226](#)) ([IIB.227](#))

Actionable Improvement Plan

None.

IIB3f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

Taft College maintains student records in compliance with federal and state laws and related administrative procedures. BPs 3300 and

3310, along with related administrative procedures, stipulate the storing of records, release of information, and record destruction/retention within the District. Permanent student records dated prior to 1990 are stored electronically via Laserfiche. Student records from 1990 to the present are stored electronically in the College's student information system; the student information system is backed up daily. ([IIB.228](#)) ([IIB.229](#))

Taft College student data records are stored in the Banner database and Laserfiche Document Imaging Solution system. The College uses custom information technology processes to backup these data including:

- Partial back up of data numerous times per day
- Full back up of data two times per week
- Cold back up of data weekly
- Daily backups are kept for five weeks
- Weekly backups are kept for three months
- Quarterly backups are moved to tape for long-term storage
- Validation of the data backup is done on a regular basis via the creation of test instances of Banner data

Electronic access to the student system requires an established account and an assigned username and password. Permanent employee accounts are maintained until employment status is ended. Additionally, access to specific programs within the student information system requires secondary approval. The Director of IT and the Director of Admissions and Records monitor and maintain security access for the Banner Student module. ([IIB.230](#))

Taft College established and implements the following Board policies and administrative procedures as the governing policies and procedures on student records:

- BP 5040 (Student Records, Directory Information, and Privacy): Designates the District administrator responsible for the maintenance and implementation of appropriate safeguards to ensure the security of student records and defines the District's directory information.
- AP 5040 (Student Records, Directory Information, and Privacy): Defines the District's policy on release of student records, charges for student transcripts or verification of student records, and use of social security numbers.
- AP 5045 (Student Records, Challenging Content, and Access Log): Describes the District's policy on the procedure a student may follow to challenge content of his/her student record, and the basis by which a challenge may be made.
- BP 4231 (Grade Changes): Provides a District policy for ensuring the accuracy and integrity of all grades awarded by faculty.
- AP 4231 (Grade Changes): Outlines the procedures for a student grade change.

Records access information is provided to students in the College Catalog. The Director of Admissions and Records provides an annual notice via the website regarding the College's release of information/directory policy to all faculty and staff ([IIB.231](#)). Training and review regarding the Family Educational Rights and Privacy Act (FERPA) is provided on a regular basis by Admissions and Records staff during in-service to faculty and staff. ([IIB.232](#)) ([IIB.233](#))

A student identification number system is also in place, protecting the students' social security number information. AP 5040 specifies that the District shall not publicly post or publicly display an individual's social security number, print an individual's social security number on a card required to access products or services, require an individual to transmit his or her social security number over the Internet using a connection that is not secured or

encrypted, or require an individual to use his or her social security number.

Faculty are able to download a student roster by logging into Cougar Tracks and may only view rosters for those courses they are currently teaching. ([IIB.234](#))

Self Evaluation

Taft College meets this standard. The College's policies govern the maintenance of student records. Records are secure and the College has a policy for the release of student records. Paper and electronic records are maintained permanently in a secure environment and backed up regularly. Taft College enforces established policies to ensure the confidentiality of student records and to guarantee that release of information complies with federal and state laws. The College is meeting industry standards for creating password protocols.

Actionable Improvement Plan

None.

IIB4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Taft College has established and implemented processes for the systematic review and assessment of student support services to

assure adequacy in meeting identified student needs. The College uses its annual program review process to assess and improve its programs and services; this process includes an annual review as well as a comprehensive review every five years. All SSSPs participate in the College's program review process.

The program review process is facilitated by the IAR&P Office ([IIB.235](#)). Every year, each program completes an annual program review that includes an assessment of recent achievements, student achievement data, SLO assessment data, program effectiveness measures, and the identification of future goals and the resources needed to achieve them. SLOs and program effectiveness measures for noninstructional programs are assessed and reviewed annually during the program review process. Results are used to drive program improvement and resource requests as documented in each program's review. Each spring program submits annual goals where new resources needed to improve or expand services are identified and prioritized in the College wide allocation process. ([IIB.236](#)) ([IIB.128](#)) ([IIB.237](#)) ([IIB.025](#)) ([IIB.015](#)) ([IIB.063](#)) ([IIB.238](#)) ([IIB.239](#)) ([IIB.119](#)) ([IIB.240](#)) ([IIB.241](#)) ([IIB.242](#)) ([IIB.243](#)) ([IIB.244](#)) ([IIB.094](#)) ([IIB.245](#)) ([IIB.072](#)) ([IIB.246](#)) ([IIB.247](#)) ([IIB.248](#)) ([IIB.249](#)) ([IIB.250](#))

Taft College identifies and assesses SLOs in programs that are student service driven and not attached to instructional curriculum. Significant progress on developing and assessing SLOs has been made since the College's last accreditation site visit in 2009. Currently, nearly all SSSPs are assessing and evaluating one or more SLOs on a regular basis, and surveys are conducted to gather student feedback to improve services. Changes initiated because of the results of SLO assessments and students' feedback have helped to create improvements in the delivery of student support services. Two examples of improvements currently being explored based upon feedback include implementing faster internet capabilities in

the dorms/residence hall areas and updating the orientation platform and content. ([IIB.251](#)) ([IIB.252](#)) ([IIB.253](#)) ([IIB.254](#))

In 2012-2013, noninstructional program effectiveness measures were created for programs without SLOs. The first evaluation cycle for these measures was in 2013-2014. ([IIB.255](#)) ([IIB.256](#))

Taft College administers the CCSSE every three years and will administer it with the next administration in spring 2015 ([IIB.003](#)). The 2012 CCSSE results show the mean student responses for Taft College are higher than the mean on nearly all questions in all categories when compared to other small colleges and the 2012 cohort as a whole ([IIB.177](#)). For example, Taft College students reported greater importance, use, and satisfaction of overall services compared to other smaller colleges and the overall cohort. A majority of Taft College students also rated their entire educational experience at the College as “Good-Excellent.” Students rated Taft College as providing an emphasis on the support students need to be successful and to help them cope with nonacademic responsibilities. Altogether, this information provides a broad assessment of student support services, highlighting students’ experiences with support services provided and the many areas in which the College is doing well in fostering student success. ([IIB.103](#)) ([IIB.101](#))

While assessment and evaluation of SLOs was more easily adopted in the counseling related programs and department, it was more challenging in service areas such as admissions/records, assessment, and financial aid. To help address this issue, continuous training has been provided. In addition to CCSSE, a survey was administered during spring 2015 to evaluate the service's contribution to students learning, as well as to gain input from students regarding their needs and satisfaction. Questionnaires are distributed at least once per year online, in-class, and at the point of

program/service, regardless of the location or method of support delivery. ([IIB.256](#)) ([IIB.257](#)) ([IIB.258](#)) ([IIB.246](#)) ([IIB.259](#)) ([IIB.260](#)) ([IIB.261](#))

The data from the surveys have informed planning for improvement. A number of programmatic changes have been implemented. For instance, the restructuring of counseling services, aligning of Counseling Division Liaisons with the Instructional Divisions, and establishing specialized counselors by area provides better access to counseling services. Recent discussions have resulted in expanded communication methodologies such as broadcast e-mails, fliers, posters, and the newly-designed, student-focused College website ([IIB.107](#)). In addition, the Financial Aid website and disbursement options have been enhanced to include several options to provide better service to all students. Ongoing student evaluations are being discussed to assess the effectiveness of these new efforts. ([IIB.071](#))

The Student Success Committee was created in 2014 by the Taft College GC, and the committee meets monthly during the academic year to discuss various aspects of student support services and success. Specific responsibilities of the committee include reviewing and analyzing college success data and developing broad, comprehensive strategies for improving student success. The SSSP Plan was completed with input by this committee. The plan aligns with institution set standards and with the Taft College SEP. As outlined in the Taft College SAP, the members of the committee are the organizational champions responsible for leading the College's efforts to identify the learning support needs of its students and ensuring the College is providing appropriate services and programs to address those needs. ([IIB.114](#)) ([IIB.175](#)) ([IIB.016](#)) ([IIB.179](#)) ([IIB.262](#))

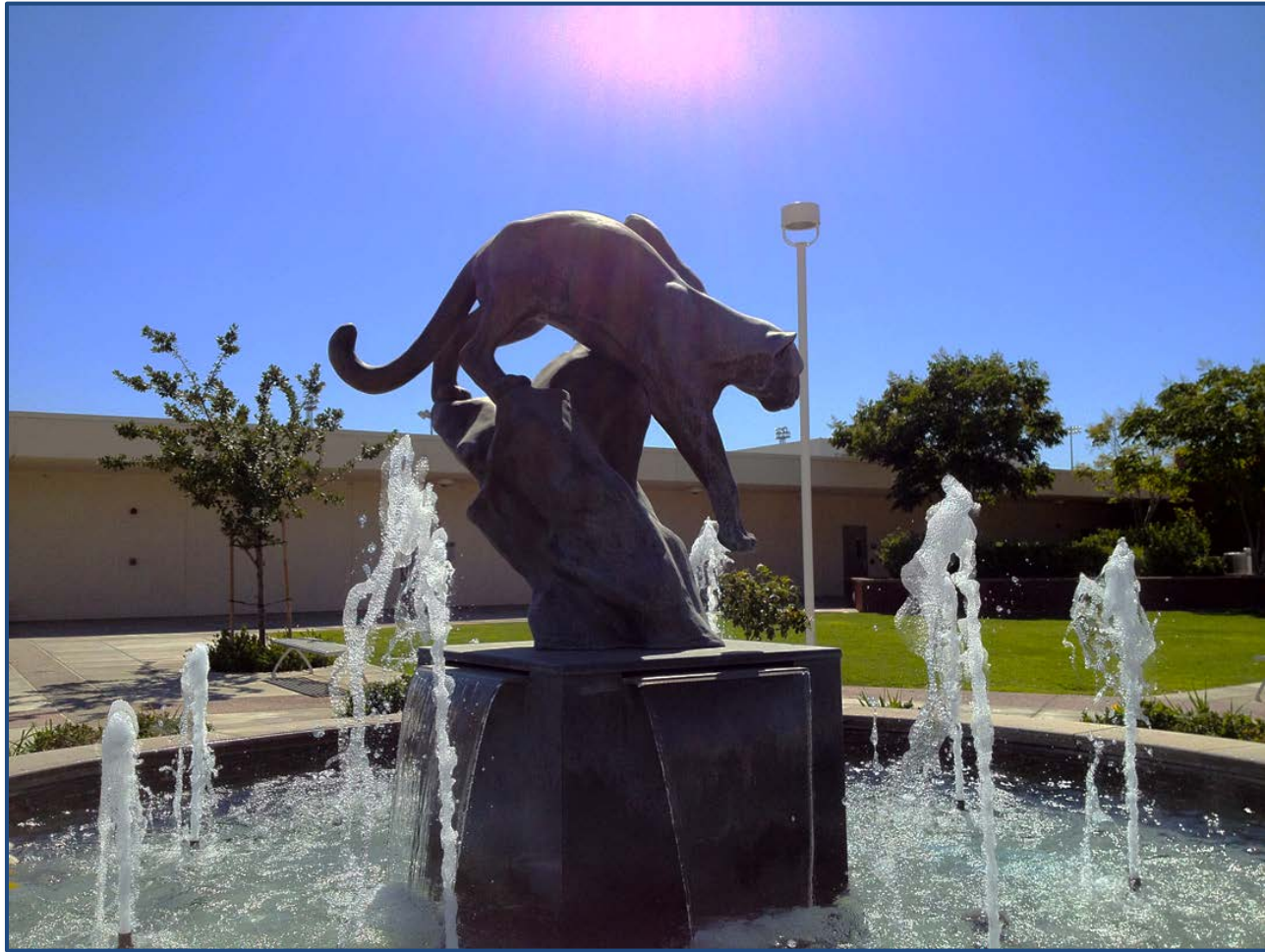
Self Evaluation

Taft College meets this standard. The College provides for systematic and regular review of student support services and the results are used as the basis for improvement to assure the College is adequately meeting identified student needs. Student Services has developed SLOs and is regularly assessing those outcomes in each program. Evaluations of student support services contribute to the achievement of SLOs and are used to improve services. Results are used to compare the academic success of students supported

through a particular program compared to other programs and that of the general population. Program effectiveness measures are also included in program review, creating a cycle of continuous program improvement.

Actionable Improvement Plan

None.



Taft College's quad features a fountain with a beautiful bronze cougar centerpiece.

IIC. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

IIC1. *The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.*

Descriptive Summary

The Library and Learning Resource building is the primary location and learning commons for instructional and academic support services. The building has 15,479 assignable square feet (ASF) located at the main entrance of the College campus. This facility includes the Library proper and the Learning Center. The Library proper includes the general collection, instructional classroom, quiet study areas, open computer lab, study rooms, technical processing room, and faculty and staff offices. The Library offers a variety of seating and study areas to accommodate 270 students, including individual study spaces and five group study rooms. The LC includes a centrally located front desk/reception, Math Lab, Writing and Language Lab (WaLL), open tutoring area, tutoring offices, and

the Professional Development Center Lab. ([IIC.001](#)) ([IIC.002](#))

Library

The Taft College Library mission and objectives support the overall mission of Taft College by “providing the portal of choice for access to knowledge resources in an environment conducive to the process of learning. In addition, the Library strives to make available to students, faculty and staff the resources needed to conduct research related to their curriculum and endeavors, and by promoting the information literacy skills needed to efficiently, effectively and successfully retrieve, evaluate and use quality information through instructional support.” ([IIC.003](#))

Staffing in support of Library services includes a full-time Librarian who manages the operations of the Library. A librarian assistant and two full-time Library technicians provide support services to students, faculty, staff, and public patrons. Student workers are hired each semester to assist Library users at the circulation desk, re-shelve books, document Library use through physical user counts, and other tasks. The College uses the Standards of Practice for California Community College Library Faculty and Programs for benchmarking its effectiveness. ([IIC.004](#)) ([IIC.005](#))

The Library provides quality services and resources for the College's diverse community and service area residents and is open from 8:00 a.m. to 8:00 p.m. Monday through Thursday and from 8:00 a.m. to 5:00 p.m. on Friday. Services provided in the Library include access to reference materials, circulation tracking, instruction on information competency skills, access to computers, and printing in the computer commons. Reference assistance is available in the Librarian's office by phone or walk-in basis and is also available via e-mail with a 24-hour response time. General assistance is available at the Information and Circulation desks. In the computer commons

area, Library technicians are available to provide direct assistance to students with the use of e-mail, composing Word documents, and navigating online courses. ([IIC.001](#))

The Library provides access to computers in the computer commons for use by currently enrolled students and community access members. Collaboration with DSPS ensures computer accessibility for individuals with disabilities. The Library provides printing services for Library users through an upgraded Equitrac print system, which was installed in 2014. This system connects desktop computers in designated areas to specific printers. Students may add money to their printing account for use during the semester. The system provides usage tracking for each printer. ([IIC.006](#))

The Librarian schedules and conducts Library orientations and research skills workshops for specific classes when requested by an instructor. These orientations and workshops are tailored to the specific requests of the faculty, and include all facets of academic research. Prior to fall 2014, the ability to offer stand-alone workshops in response to faculty requests was limited by the lack of available classroom space. With the recent completion of the new LB 311 classroom within the Library, workshops will be more available in the future. ([IIC.007](#))

The Library houses the physical collection materials. The nonperiodical collection is maintained with an increasing focus on electronic access rather than physical ownership. The Library's collection contains approximately 12,000 print volumes; 9,000 eBooks are available as a single-user shared collection through the Community College Library Consortium (CCLC); roughly 140,000 multi-user eBooks are available by subscription; 37 print periodical subscriptions are available; as well as several hundred DVDs for specific disciplines (e.g., Art History and Humanities, Political Science and History, and ECE and Health). The Library subscribes to

numerous online database providers with over 76 different databases accessible from the Library website. ([IIC.008](#)) ([IIC.009](#)) ([IIC.001](#))

In 2014, the Library changed its ILS to the cloud-based system CCLC WorldShare Management Services. Now the Library provides web access to millions of resources through the WorldCat Worldwide Interlibrary Loan program. The new ILS improved users' experience by providing access to the Library's catalog of print and electronic books, database articles, and an alphabetical list of all journals through one streamlined search interface on the Library website. ([IIC.010](#)) ([IIC.011](#)) ([IIC.001](#))

Taft College added WorldCat Local, a feature for establishing local user Library accounts. It enables Library users to check their accounts for due dates, outstanding fines, and the availability of resources. Library users can request items for Interlibrary Loan using an online form, telephoning, or e-mailing the Librarian. Policies on document delivery and Interlibrary Loan are located on the Library website. All electronic resources may be accessed on-campus or from remote locations using EZproxy student authentication. ([IIC.012](#)) ([IIC.013](#)) ([IIC.014](#))

In 2013-2014, the Library's website was redesigned to provide easy access to learning support resources. The site contains links to databases, citation guides, study aids, and other educational resources that are available online. The Library's website offers a variety of tutorials on subjects of interest to Library users. Users can now search the catalog and select databases using a discovery search box. Dropdown menus supply links to Library services, research guides for classes, citation guides, Frequently Asked Questions (FAQs), and easy access to Library accounts. New books in the Library are featured on monthly lists that refer users to the catalog. ([IIC.015](#)) ([IIC.016](#))

The Library has several special collections including current textbooks in use, ECE special reference material, Law Library materials, and STEM collections. (IIC.017)

The collection of all current textbooks is made available on a two-hour reserve checkout. This ensures availability for students who need a textbook for homework or study. These textbooks are cataloged and searchable via the Library's webpage. This practice is very popular with students and faculty alike, providing them with access to course materials while on campus. (IIC.011) (IIC.018)

The Library maintains a collection of children's literacy materials funded by the ECE Program. The collection is used by the Taft College Children's Center as well as the children of students at Taft College. (IIC.019)

The Law Library collection is maintained as a satellite branch for the Kern County Law Library (KCLL) or in-library use to serve the local community. The Library houses a developing STEM collection funded through grants; the collection provides a range of materials from basic to advanced topics of interest to students in engineering and technical disciplines, including books on oil technology, engineering projects, and biographies. (IIC.020) (IIC.021)

Learning Center

Taft College provides a broad range of learning support services sufficient to support its educational offerings, instructional programs, and intellectual, aesthetic, and cultural activities. The LC mission is to provide students with the learning assistance and academic support services needed to increase successful course completion, retention, and persistence. In support of this mission, the LC provides support in multiple delivery modes including one-on-one or small group tutoring, by appointment or walk-in, online

via Skype and NetTutor, and through the Math Lab and WaLL. The LC is open Monday through Thursday 8:00 a.m. to 6:00 p.m. and Fridays 8:00 a.m. to 4:00 p.m. (IIC.022)

Taft College employs classified employees, student tutors, and Supplemental Instructional Assistants (SIA). Classified tutors and SIA staff members have a minimum of an Associate degree and are hired following the College's hiring process. Faculty members in specific disciplines select student tutors and student SIAs. Tutors regularly receive training on best practices in tutoring, evaluating, and addressing student learning needs, as well as meeting the needs of a diverse student population. SIAs receive training on group facilitation and best practices for collaborative learning activities. (IIC.023) (IIC.024)

Tutoring topics span the curriculum, and include specialized assistance in the Math Lab and WaLL, tutorial sessions for GED students, limited tutoring for ESL students near ESL classrooms, and select in-class tutoring. TutorTrac software is used for scheduling, monitoring, and reporting on the use of instructional assistance of all types. The LC website is available for students to make appointments, access resources, and get updates. (IIC.025) (IIC.026)

Supplemental Instruction (SI) is available using what is known as the "Kansas City" model, where the SIAs are assigned to specific classes to attend all class sessions and model successful behaviors, take and post lecture notes on SI websites, lead review sessions, and hold open walk-in hours to meet with students outside of class. SI is predominantly assigned to face-to-face sections but has been used online. Recently, this model has been adapted by faculty to have SIAs assigned to classes, though not necessarily attending every class session. (IIC.023)

Learning assistance for all students is available in the Math Lab.

Computers are available and learning support services cover a variety of needs including assistance with understanding homework assignments, study skills, and content review. All math class PowerPoint presentations are downloaded directly onto the Math Lab desktops and handouts on math formulas and methods, along with a supply of math books, references, and study guides are available. ([IIC.027](#)) (IIC.028)

WaLL is staffed by classified tutors, peer tutors, and as needed, classified SIAs and houses learning assistance for writing and language topics. The Lab provides writing resources, research and citation resources, English/Spanish dictionaries, and other tools to support student success. In fall 2014, iPads and the Explain Everything software were implemented in the Lab for ESL tutorial sessions. Explain Everything allows tutors to photograph and record the tutorial session, students can access the session online at any time for review and further reinforcement. ([IIC.029](#)) (IIC.030)

Self Evaluation

Taft College meets this standard. The College supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Actionable Improvement Plan

None.

IIC1a. Relying on appropriate expertise of faculty, including Librarians and other learning support services professionals,

the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary

Library

The Library's Collection Development Policy was revised and approved by the BOT on February 11, 2015. The Librarian and teaching faculty share responsibility for selecting materials for the Library collection. The Collection Development Policy outlines the processes used for selecting Library materials, and the final decision to purchase Library materials is the responsibility of the faculty Librarian. ([IIC.031](#)) ([IIC.032](#))

Information is regularly solicited from faculty members and evaluated by the Librarian to determine faculty and student needs and satisfaction with the Library collections. The Library accepts material resource recommendations from faculty and students via e-mail, a request form available from the Library webpage, the 'suggestion box' in the Library, or through personal conversation with the Librarian and/or Library staff. The recommendations are taken into consideration based on the needs of the greater College body, the curriculum, and the value to the local collection. Based upon input from faculty and staff, the College became a participating member of the WorldCat Worldwide Interlibrary Loan program, providing access to millions of resources for students, faculty, and staff. ([IIC.033](#)) (IIC.034) ([IIC.035](#))

The Library has 28 computers in the computer commons area and provides students with access to Microsoft Office and the Internet. New iMacs were purchased by the Art Department for use by students in computer graphic design courses. The Library worked

collaboratively with the DSPS program to provide five computers with adaptive software and special equipment designed for students with disabilities. The Math Lab has 14 computers, the WaLL has eight computers, the Library classroom has 45 laptop computers, and the circulation desk has 36 laptop computers available for checkout. Wi-Fi access is available throughout the Library. (IIC.008)

Learning Center

To ensure the appropriateness of resources, services, and equipment, the Academic Development Committee, QFS faculty coordinators (including English, ESL, and math faculty, the Basic Skills Counselor, and the Professional Development Faculty Coordinator) and Learning Support Division Faculty Chair collectively serve as the LC's instructional and program advisors. The e also seeks input and advice from the Academic Senate and Vice Presidents of Instruction and Student Services. ([IIC.036](#)) ([IIC.037](#))

The LC relies on the expertise and suggestions of faculty members across disciplines to determine the quality of the instructional materials and software it purchases. The LC seeks input from various disciplines and departments including math, English, and ESL regarding equipment, software, materials, handouts, supplies, and other resources needed in the LC. For equipment, Taft College's IT Department is involved in selecting and installing the equipment based on the LC's needs and recommendations. The IT Department installs and maintains all Library educational equipment. ([IIC.038](#))

Self Evaluation

Taft College meets this standard. The College relies on the expertise of the Librarian and other learning support services professionals for the selection and maintenance of materials and services. The

College utilizes expertise of a variety of instructional committees, direct requests from faculty, and input solicited from departments to make decisions on materials and services for the LC.

Actionable Improvement Plan

None.

IIC1b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary

The College provides ongoing instruction for users of the Library and other learning support services, with particular attention to skills relating to information competency. The ability to analyze and evaluate information and engage in critical thinking is part of the College's GE SLOs and ISLOs. ([IIC.039](#)) ([IIC.040](#))

The College provides ongoing instruction so that students are able to develop skills in information competency. A local graduation requirement is to complete INCO 1048 - Information Competency and Bibliography. This class provides the basic foundation in information competency skills. Other courses at the College draw upon these skills to support student learning. ([IIC.041](#))

In the fall of 2014, INCO 1048 was updated to bring it into alignment with the core competencies identified by the Association of College & Research Libraries (ACRL) *Information Literacy Competency Standards for Higher Education*, which state that an information literate individual is able to ([IIC.042](#)):

- Determine the extent of information need

- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one's knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally.

Core information competencies are aligned with widely recognized guidelines in the discipline and the library acts purposefully to teach these competencies. In addition, improving information competency is one of the Library's key objectives. Such training includes not only the practical aspects of finding and using information, but also the importance of academic honesty and critically analyzing source integrity. INCO 1048 emphasizes the importance of understanding plagiarism and copyright law and is revised every semester to keep up with changes to databases and the catalog. At the end of each semester, students fill out evaluation forms that provide a rich resource for suggestions to improve the curriculum. ([IIC.043](#)) ([IIC.044](#))

Taft College further supports the development of information competency of students through orienting students to the Library and the location of discipline-specific materials in the Library. Additionally the Librarian provides mini-lectures to any class whenever requested to do so by course instructors. The mini lectures focus on the application of information competency skills to assignments given by the course instructors.

The Librarian and the Library technicians provide direct assistance to students who lack fundamental skills using e-mail, composing Word documents, and finding and functioning in online courses in the open computer lab environment. Though informal, this direct assistance provides a layer of instruction to students who have not

signed up for classes in computer literacy and/or who can benefit from a quick explanation or tutorial.

Self Evaluation

Taft College meets this standard. This standard is addressed in GE SLOs and ISLOs. In addition, the Library and LC engage students by providing ongoing information competency instruction for students.

Actionable Improvement Plan

None.

IIC1c. The institution provides students and personnel responsible for student learning programs and services adequate access to the Library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary

Library

The Library provides students and staff with adequate access to Library resources and other support technologies. The Library offers extensive hours during the week (8:00 a.m. to 8:00 p.m. Mondays through Thursdays and 8:00 a.m. to 5:00 p.m. on Fridays) during the spring and fall semesters, and 8:00 a.m. to 8:00 p.m. Mondays through Thursdays (closed on Fridays) during the summer session. The Library's website offers 24-hour access to electronic books, subscription databases, a list of useful web resources, and basic tutorials on citations and document formatting. All electronic resources may be accessed on campus or from remote locations using EZproxy student authentication. Students and faculty may also communicate with the Library by phone, e-mail, and fax. ([IIC.014](#))

The Library's website is designed to help students easily find Library materials in specific formats which can be accessed on campus as well as from remote locations. The Library uses a web-based catalog system, WorldCat Local, which enables users to check their accounts for due dates and the availability of resources. The catalog contains records for all holdings of the Library collection including books (circulating), references, reserves, electronic books, and audiovisual titles. Users can perform an advanced search in WorldCat Libraries Worldwide to find items held at other libraries within the system. They can request those items using an online form or by contacting the Library's main telephone line and requesting assistance from any staff member. ([IIC.012](#)) ([IIC.045](#))

Many of the Library's database subscriptions have built-in accessibility components that meet the needs of students with diverse learning styles and needs. Audio, font options, and visual components are included features in most databases.

Moreover, Taft College serves approximately 60 students who are incarcerated at the Taft Correctional Institution (TCI) and do not have Internet access. One INCO 1048 course is provided to TCI students per semester. TCI students' requested materials are retrieved from the Library and delivered to students by the TCI Technician. ([IIC.046](#)) ([IIC.047](#)) ([IIC.048](#))

Learning Center

The LC offers all students learning support services from 8:00 a.m. to 8:00 p.m. Monday through Thursday, and from 8:00 a.m. to 5:00 p.m. on Friday. Student assistance is available via e-mail or telephone within 24 hours of contact. The LC offers a Math Lab and a WaLL that provides specialized learning assistance including tutoring from 8:00 a.m. to 6:00 p.m. Monday through Thursday, and from 8:00 a.m. to 4:00 p.m. on Friday.

Tutoring is offered on-site, through Skype, and through NetTutor. SI is offered predominately on-site with limited availability for distance education courses. SI has been provided to students in distance education courses through CCC Confer, digital capture video (providing feedback on student generated work and demonstrating techniques for improvement), and rapid response to student inquiries in the distance learning platform. ([IIC.049](#))

Recently, the College implemented online tutoring using the NetTutor platform to support distance education students. Offering online tutoring to students in face-to-face classes is currently in discussion. Online tutoring using NetTutor would possibly provide tutoring services outside of the LC hours, including weekends. ([IIC.050](#))

Self Evaluation

Taft College meets this standard. The College provides students and personnel responsible for student learning programs and services adequate access to the Library and other learning support services, regardless of their location or means of delivery.

Actionable Improvement Plan

None.

IIC1d. The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary

The Library facility is included in the Taft College Facilities Master Plan (FMP). Maintenance for the Library facility and other learning

support services facilities is provided for by the college's Maintenance and Operations Department. ([IIC.002](#))

The College provides security through a variety of means:

- A Taft Police Officer is on duty during regular daytime hours on campus; additional security staff provides coverage during evening hours.
- The College maintains an emergency response guide and plan. ([IIC.051](#))
- Campus security officers regularly check the Library during the evening hours and are available to escort Library users and staff from the building at closing.
- A police/security two-way radio system with designated users in offices across campus, including the Library facility, allows for quick access to campus security for all security needs and direct access to the Taft Police in case of an emergency or security threat. All Library staff members are trained in the use of this radio, with daily radio checks conducted by the Taft Police Officer.
- A manager-on-duty is available during all hours of on-campus instruction and may be contacted via a security cell phone as well as the campus security radio system. The manager on duty during evening hours receives an updated list of all classes being held, their rooms, and instructors.
- The website includes the ability to send a "Security Gram" emergency message to campus security via a webpage form. ([IIC.052](#))
- The College maintains a phone security system that includes the capability of placing the campus on lockdown, supported by a procedure that uses the campus phone and radio systems to verify that all buildings and offices have been secured.

- Security cameras are maintained on campus including cameras on Library entrances.

Key elements of the emergency response plan involve providing for communication across campus; communication with emergency responders; training staff in basic emergency response procedures; and updating safety plans to consider new construction and new safety features around campus. The Library staff are regularly updated and reminded of the emergency procedures currently in place for the Library.

At least two staff members are on duty during most of the Library's hours of operation. During the evening hours, the Library is staffed with one staff member and several student workers. Students, faculty, and staff must have ID cards to check out materials or use the computers. Public users are permitted to use Library resources but are required to have a public user's card for the Library in order to check out materials or use the computers. Public users must be age 18 or older to obtain such a card. ([IIC.006](#))

The Library staff works closely with campus IT staff to assure electronic security of computers and laptops. Currently, the Library protects its computers by way of a campus firewall and by requiring users to provide a remote login to access subscription databases.

All the Library's books and periodicals have security strips, which are sensitized and trigger the security gates and alarm unless the strip is de-sensitized. All permanent staff members have magnetic keys that open the front and back doors to the building. ([IIC.053](#))

Self Evaluation

Taft College meets this standard.

Actionable Improvement Plan

None.

IIC1e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary

The College collaborates with other institutions to support Library and other learning support services. Taft College Library has formal agreements with the CCLC for database subscriptions and with the KCLL and Municipal Courts Self-Help Center for legal resources. As a member of CCLC's WorldShare Management Services, the Library has access to articles and books via Article Sharing and Interlibrary Loan for students and faculty. Monthly statistics of Interlibrary Loan Requests and database usage are collected to show the performance of these services as part of the evaluation. Annual Library program reviews include evaluation of how well these resources meet learning outcomes. ([IIC.054](#)) ([IIC.056](#)) ([IIC.057](#))

Taft College has paid memberships with a number of organizations, including the following: American Library Association (ALA), California Library Association (CLA), and Council of Chief Librarians of the CCLC. ([IIC.058](#)) ([IIC.059](#)) ([IIC.060](#))

The LC contracts with TutorTrac, an online learning center management program that connects data in Banner and LC usage data to provide a unified system to track student access and services used over time. The system maintains an LC schedule, classified tutor and SIA schedule, appointments and course assignments, and provides for check-in/check-out of materials or supplies. ([IIC.026](#))

The LC recently contracted with NetTutor to provide online learning services not currently provided by LC staff via Skype. Subsequent to the College's decision to use NetTutor for this functionality, the CCCC selected NetTutor as its platform for online tutoring for the Online Education Initiative project. ([IIC.050](#)) ([IIC.061](#))

The printing, TutorTrac, and NetTutor systems are maintained on service contracts. The Canon photocopy machine and Equitrac print system with a self-serve pay station were both purchased in 2014. Effectiveness of contracted services is discussed in staff meetings and is documented in the program review process. ([IIC.062](#)) ([IIC.057](#))

Self Evaluation

Taft College meets this standard.

Actionable Improvement Plan

None.

IIC2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these

evaluations as the basis for improvement.

Descriptive Summary

The College evaluates Library and other learning support services through a variety of means, including conducting faculty and student surveys and engaging in the program review process.

The Library services are evaluated annually through surveys and other sources of data. In the 2013-2014 Library Survey:

- 25% of respondents used reference assistance from a staff member.
- 20% received Library instruction in a class.
- 17% had one-on-one reference with the Librarian.
- 12% received assistance from Library staff over the phone or through e-mail.
([IIC.063](#))
- 31% of respondents rated the quality of reference instruction as excellent.
- 25% rated Library workshops as excellent.
- 34% rated Library instruction as excellent.
([IIC.064](#))

The College values analysis of data in its continuous improvement efforts. The Library staff is engaged in efforts to improve future survey results and strengthen institutional effectiveness. ([IIC.065](#))

Print circulation statistics and eBook full-text statistics for fall 2014 revealed that users are using all formats, but eBooks are used more than print books:

Format	Count
eBooks (owned)	295
eBooks (subscription)	2,455
Books (print)	1,581

The Library collects statistics on the number of people in the building, the number of people who use Library laptops, and the number of people who use the Library's study rooms. The Library collects usage statistics for all databases and evaluates this information as a guide in purchasing subscription databases. The usage information allows Library staff to evaluate the effectiveness of outreach programs such as Library orientations and resource demonstrations. ([IIC.066](#)) ([IIC.067](#)) ([IIC.068](#))

At the request of the faculty, the Librarian will visit classrooms and demonstrate how to use the Library's catalog as well as how to use the Library's subscription databases. Currently, there is no evidence to support the effectiveness of these visits other than direct feedback from the instructors. The Library recognizes the need to evaluate this service to determine its effectiveness in regards to SLOs and to improve or update the service as needed.

Library and learning support services participate in the College's annual program review process on an annual cycle to review goals, outcomes, and needs. In addition to program review, the adequacy of Library resources is evaluated through the curriculum process and feedback solicited from faculty, workshop exercises, and usage data. ([IIC.069](#)) ([IIC.070](#)) ([IIC.071](#))

The LC participates in annual program review, and tutoring and SI staff members engage in ongoing program effectiveness evaluations. Students are asked to complete evaluation surveys to determine the effectiveness of every SI session and tutoring session over 15 minutes in duration. LC staff members research other

community colleges' learning centers to get new ideas and find out what effective practices other community colleges are implementing in their learning centers. The LC staff have visited other college learning centers for program improvement ideas.

[\(IIC.072\)](#) [\(IIC.073\)](#) [\(IIC.057\)](#) [\(IIC.065\)](#)

Results from surveys and faculty input are used to improve services and learning support in the LC. The results are compiled into annual program reviews to improve the services and make recommendations for improvement to advisory groups.

The LC has invited faculty input in determining quantity, quality, depth, and variety of resources in the LC. The LC relies on the expertise of members of individual departments to determine instructional support services and materials it provides and purchases to support student learning.

Self Evaluation

Taft College meets this standard.

Actionable Improvement Plan

None.

Evidence: Standard II**Standard IIA**

IA.001	Fields of Study	IIA.033	FIG Flyer- More Accessible Documents
IIA.002	Lease Agreement	IIA.034	CalWorks Website
IIA.003	Substantive Change Form	IIA.035	Basic Skills Action Plan
IIA.004	Fall 2015 Schedule of Classes	IIA.036	QFS Annual Performance Report
IIA.005	Board Policy 4020	IIA.037	Board of Trustee's Agenda- Presentation of the Scorecard
IIA.006	Mission Statement	IIA.038	TC Dashboard
IIA.007	Governance Council Minutes regarding Educational Programming 10-10-14	IIA.039	How To Guide
IIA.008	EMP	IIA.040	Assessments by Achievement Area
IIA.009	Planning Documents Page of IR Website	IIA.041	English Program Review
IIA.010	CTE Infographs	IIA.042	SLO achievement report
IIA.011	Program Review Page of IR Website	IIA.043	Social Science Division Meeting Minutes August 2014
IIA.012	Curriculum & General Education Charter	IIA.044	Completed requests file
IIA.013	Student Equity Plan	IIA.045	TIL Program Review
IIA.014	AB 86 Adult Education Plan	IIA.046	Department of Education- TPSID
IIA.015	AB 86	IIA.047	Social Responsibility Grant-Foundation Minutes-2/26/14
IIA.016	TC Foundation- Petroleum Partners Roundtable	IIA.048	TPSID Budget Report
IIA.017	Page 96 of the 2015-16 Catalog	IIA.049	Technology Master Plan
IIA.018	Dental Hygiene Program Review	IIA.050	Curriculum and General Education Committee
IIA.019	TIL Website	IIA.051	Academic Senate
IIA.020	Quick Stats 2014	IIA.052	Student Learning Outcomes Assessment and Steering Committee
IIA.021	Agreement with University of La Verne	IIA.053	Access Committee
IIA.022	Scorecard Remedial Rates	IIA.054	Astronomy Syllabus
IIA.023	Catalog Page 220	IIA.055	Art History Syllabus
IIA.024	Catalog Page 234	IIA.056	Art Gallery Example of exhibit
IIA.025	Catalog Page 96	IIA.057	Superintendent/President Update 5-20-15
IIA.026	See MATH 0230 & MATH 0240 in the Spring 2015 schedule	IIA.058	Business 1560 COR
IIA.027	Basic Skills Counselor Announcement	IIA.059	Spring 2015 Schedule
IIA.028	FIG Flyer	IIA.060	Distance Learning Approval Form
IIA.029	ADC Minutes March 18, 2015	IIA.061	Curriculum & General Education Committee Agendas and Minutes
IIA.030	ADC Minutes October 15, 2014	IIA.062	CORs to be updated
IIA.031	ADC Minutes September 17, 2014	IIA.066	INCO 1048
IIA.032	FIG Flyer- Increasing Student Participation	IIA.067	Governance Council Notes regarding the IEPI 5-8-15
		IIA.068	List of Advisory Groups
		IIA.069	Strategic Planning Minutes 3-19-15
		IIA.070	Board Policy 2510
		IIA.071	Curriculum Resource Website
		IIA.072	SocSci Planning Jan 15 A
		IIA.073	SocSci Planning Jan 15 B

- IIA.074 [SocSci Planning Jan 15 C](#)
- IIA.075 [SocSci Planning Jan 15 D](#)
- IIA.076 [SocSci Planning Jan 15 E](#)
- IIA.077 [SocSci Planning Jan 15 F](#)
- IIA.078 [SocSci Planning Jan 15 G](#)
- IIA.079 [SocSci Planning Jan 15 H](#)
- IIA.080 [Technical Review Agendas and Minutes](#)
- IIA.081 [Technical Review Committee Website](#)
- IIA.082 [Board of Trustees April 8, 2015 Agenda and Packet](#)
- IIA.083 [Administrative Procedure AP 2510](#)
- IIA.084 [Administrative Procedure AP 4020](#)
- IIA.085 [Example of two year offering plans](#)
- IIA.086 [Example of schedule offering notes](#)
- IIA.087 [Governance Council minutes from 3-13-15](#)
- IIA.088 [Governance Council minutes from 4-17-15](#)
- IIA.089 [Student Educational Plan](#)
- IIA.090 [Board of Trustees February 11, 2015 Minutes](#)
- IIA.091 [Taft College Student Success Scorecard](#)
- IIA.092 [Dashboard page of the IR website](#)
- IIA.093 [Jobs Website with all HR applications](#)
- IIA.094 [Faculty Evaluation Forms](#)
- IIA.095 [Board Policy 7120](#)
- IIA.096 [Faculty Collective Bargaining Agreement](#)
- IIA.097 [Procedure for Evaluation of Adjunct Lecturers](#)
- IIA.098 [WESTEC](#)
- IIA.099 [Professional Development Center](#)
- IIA.100 [English Department Email regarding SLO](#)
- IIA.101 [Basic Skills Program Review 2013-14 Pages 6-7](#)
- IIA.102 [Transfer Model Curriculum](#)
- IIA.103 [Catalog](#)
- IIA.104 [JumpStart Flyer](#)
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- IIA.107 [Faculty Websites](#)
- IIA.108 [ETUDES Training](#)
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- IIA.112 [High Tech Center](#)
- IIA.113 [Supplemental Instruction](#)
- IIA.114 [Academic Senate Meetings 8-21-15](#)
- IIA.115 [FIG Flyer- Automated Evaluation of Student Essays](#)
- IIA.116 [Program Review Annual Goal Form Template](#)
- IIA.117 [Program Review Report Form Template](#)
- IIA.118 [Section Improvement Plan](#)
- IIA.119 [Program Goals Spreadsheet](#)
- IIA.120 [Institution Set Standards and Standards for Data Reporting Strategic Planning Committee Recommendation](#)
- IIA.121 [Strategic Action Plan](#)
- IIA.122 [Governance Council Minutes 5-14-15 re:ScoreCard](#)
- IIA.123 [C-ID.net](#)
- IIA.124 [Requirements for Associate Degrees](#)
- IIA.125 [Board Policy 4025](#)
- IIA.126 [Administrative Policy 4025](#)
- IIA.127 [Annual Student Learning Outcomes Report 2013](#)
- IIA.128 [eLumen](#)
- IIA.129 [Board of Trustees Agendas and Minutes](#)
- IIA.130 [Transfer Planning](#)
- IIA.131 [ARTH 1500 COR](#)
- IIA.132 [HIST 2231 COR](#)
- IIA.133 [BIOL 1510 COR](#)
- IIA.134 [General Education SLOs](#)
- IIA.135 [SLO Achievement Report: By Dept, Course, SLO](#)
- IIA.136 [SLO Achievement Report: ISLOs/PSLOs Overall with Courses](#)
- IIA.137 [Section Improvement Plan example: Life Science](#)
- IIA.138 [CORS with Section Improvement Plans](#)
- IIA.139 [Dental Hygiene Survey](#)
- IIA.140 [Institutional Level Student Learning Outcomes](#)
- IIA.141 [Course Outlines of Record](#)
- IIA.142 [HLED 1510 COR](#)
- IIA.143 Mapping tool – Available in eLumen
- IIA.144 [Student Survey](#)
- IIA.145 [Child Development Matrix](#)
- IIA.146 [Child Development Training Consortium](#)
- IIA.147 [Syllabus Recommendations](#)
- IIA.148 [Course Syllabus](#)

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IIB.072	MAPP	IIB.110	Example Memo
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IIB.084	Transcript Request Paper Form	IIB.122	Transition to Independent Living
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IIB.086	CSUBSTEM	IIB.124	Board Policy 2510
IIB.087	Transfer Evidence	IIB.125	Governance Guide
IIB.088	Are You Ready to Transfer?	IIB.126	ISLO Website
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IIB.091	STEM Agreement with CSUB July 2014 – July 2018	IIB.129	May Calendar Details 2014
IIB.092	October Calendar 2014	IIB.130	September Calendar 2014
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IIB.094	TRIO	IIB.132	December Calendar 2014
IIB.095	TRIO –SSS – Application	IIB.133	December Calendar Details
IIB.096	TRIO Student Interest Card	IIB.134	January Calendar 2015
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- IIB.136 [Rodenhauser, D. 11/11/14 LA Museum](#)
- IIB.137 [May, J. 10-4-14 Page Museum LA Field Trip](#)
- IIB.138 [Kaczowski, E 12-4-14 Norton Simon Museum of Art Pasadena](#)
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- IIB.141 [Cougar Echo Online Newspaper Flyer](#)
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- IIB.218 [Accuplacer Combined Scores Instituted on July 1](#)
- IIB.219 [i3 Cut Score Sheet – Updated 3-22-2011](#)
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- IIB.222 [Accuplacer Report Spring 2013](#)
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- IIB.224 [Multiple Measures Document May 2014](#)
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Taft College's world renowned Transition to Independent Living Program students pose in their graduation regalia.



Standard III

Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

IIIA. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

IIIA1. *The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.*

Descriptive Summary

Taft College assures the integrity and quality of its programs and services by employing qualified administrators, faculty, and staff members who are dedicated to an equitable learning environment defined by applied knowledge leading to students' achievement of their educational goals. The Board of Trustees (BOT) has established recruiting and selection policies relating to each classification of employment within the West Kern Community College District (WKCCD). ([IIIA.001](#)) ([IIIA.002](#)) ([IIIA.003](#)) ([IIIA.004](#)) ([IIIA.005](#)) ([IIIA.006](#))

These policies state that the College will conform to the Title 5 regulations, California Education Code and the minimum qualifications established by the state Academic Senate and the California Community College Chancellor's Office (CCCCO) as appropriate. For hiring classifications not defined by those regulations and standards, the practice is to follow industry standards for particular positions within the district. For example, classified positions within Information Technology Services (ITS)

reflect industry standards and expectations for information technology professionals. ([IIIA.007](#))

Each selection committee seeks to find the most qualified candidate from a diverse pool of applicants who meet the minimum qualifications for each position. Applicants can find employment information on the Taft College website and in the College's Human Resources (HR) Department. ([IIIA.008](#))

Each position announcement and description contains the position qualifications, duties, and responsibilities. Should a change in duties assigned to a classified position occur or should the need for a new position be identified, the California School Employees Association (CSEA), Chapter 543 works with the HR Department for review for reclassification or placement in a salary classification. ([IIIA.009](#)) ([IIIA.010](#)) ([IIIA.011](#))

New position reviews and requests for review of current positions may be initiated by the supervising administrator at the WKCCD classified employee or CSEA. A similar process is applied for all educational, classified, and confidential administrators.

Title 5, Board Policy, and draft Administrative Procedure (AP) 7120 state that faculty employed by the College must meet the minimum qualifications or the equivalency of those qualifications. Equivalencies are determined on a case by case basis by the screening committee as set forth in draft AP 7120. ([IIIA.001](#))

Self Evaluation

Taft College meets this standard. The College has policies, procedures, and documented practices in place to ensure that it recruits the most qualified personnel available to meet the needs of the College and its students. Personnel are hired with the

demonstrated education, training, and experience to provide and support the College's programs and services.

Actionable Improvement Plan

None.

IIIA1a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

Processes and procedures for recruitment are outlined in Board Policy, draft AP 7120, and in operating procedures. All minimum qualifications and other criteria necessary for a position are clearly stated in all position announcements and job descriptions. Positions are widely advertised in up to approximately 20 different diverse publications (both electronic and print) depending on the classification and position. Job descriptions and minimum qualifications are prepared and developed to reflect directly the required duties and responsibilities of the position and its relationship to the College's mission and goals. The College adds

desired qualifications along with minimum qualifications to ensure that the integrity and quality of the program is maintained.

[\(IIIA.001\)](#) [\(IIIA.012\)](#) [\(IIIA.013\)](#)

HR oversees all processes assuring fair hiring practices. HR ensures that the position is advertised in appropriate locations to generate a sufficient and diverse pool of qualified applicants. After advertising, HR assembles a screening committee using established criteria for membership according to the job classification under recruitment. [\(IIIA.014\)](#)

Members of screening committees are required to receive Screening Committee Orientation/Equal Employment Opportunity (EEO) Training within the 12 months prior to service on a screening committee and every two years thereafter. However, a 2015 study of HR practices noted that screening committee training has not been offered since 2011 and therefore needs to be improved. Criteria for determining the most qualified person for each position is identified from details found in the position announcements and job descriptions. During the screening process, the screening committee carefully reviews each applicant's packet to determine if the applicant possesses the skills and knowledge necessary to meet the screening committee's established criteria for the position. The College is in the process of updating its Equal Employment Opportunity Plan, which will be submitted in fall 2015. [\(IIIA.015\)](#) [\(IIIA.016\)](#)

Faculty members have a comprehensive role in the hiring process for faculty positions. They determine any discipline-specific criteria that will be required in addition to minimum qualifications (or the equivalency). The screening committee develops interview questions that are designed to test the applicant's ability to apply their knowledge in ways that are supportive of the College's Mission and goals. The interview questions are also designed to test an

applicant's knowledge of the discipline, including a teaching demonstration for teaching faculty and a role-play exercise for nonteaching faculty by which the screening committee can evaluate the effectiveness of the applicant. In addition to faculty, other personnel are involved in the screening process, including educational, classified supervisory and confidential administrators and occasionally classified employees. [\(IIIA.017\)](#) [\(IIIA.018\)](#) [\(IIIA.019\)](#)

Degrees held by faculty and administrators from accredited institutions are confirmed by HR through the qualified accreditation agencies such as Western Association of Schools and Colleges. Degrees from non-U.S. institutions are required to provide official certification of U.S. degrees by a recognized U.S. credential evaluation service. [\(IIIA.020\)](#)

The selection process consists of multiple steps depending upon employment classification. For all positions, there is an initial screening application followed by an invitation for interview with the screening committee. For classified positions, the screening committee has the delegated authority to recommend successful candidates for hire. For full-time faculty, classified management, and educational administrator positions, the Screening Committee recommends candidates for a second-level interview with the Superintendent/President. Since 2012-2013, the Superintendent/President has included the Vice President with administrative responsibility for the position to conduct second-level interviews using questions specifically tailored to the responsibilities relating to the position. Successful candidates are recommended to the BOT in an open meeting with the Board. [\(IIIA.021\)](#)

The hiring process for adjunct positions follows the full-time faculty process through the initial interview. After the initial interview, potential adjunct faculty are placed in a hiring pool or excluded

from possible hiring. At the beginning of each semester, possible adjunct faculty from the pool are reviewed by the Vice President of Instruction and the applicable Division Chair for suitability and availability for a teaching assignment. Adjunct faculty who are approved by the Vice President of Instruction through this process are offered course sections for the semester. ([IIIA.022](#))

Taft College's process is followed to hire instructors at Westside Energy Services Training and Education Center (WESTEC) for classes offered through an instructional services agreement with the College. The BOT approves the hiring of faculty teaching Taft College classes through WESTEC. The approval of their qualifications follows the same certification process as College faculty. The Office of Instruction, Office of Student Services, applicable Division Chair, and Academic Senate President sign the certification document signifying review and approval that the qualifications have indeed been met. Taft College collects Full-Time Equivalent Students (FTES) apportionment only for WESTEC classes taught by instructors hired using the Taft College processes and procedures. ([IIIA.023](#)) ([IIIA.024](#))

Self Evaluation

Taft College meets this standard. Job descriptions directly relate to the College's Mission and goals. Criteria for selection for all positions require evidence of knowledge and ability to contribute to the Mission of the College. Faculty exercise a significant role in the selection of new full-time and adjunct faculty. HR validates all degrees by checking with U.S. accreditation agencies or requiring officially recognized equivalency from non-U.S. institutions.

Actionable Improvement Plan

Review and evaluate the recommendations of the 2015 Human Resources Report and improve selection committee training.

Complete the Equal Employment Opportunity Plan and submit it to the State Chancellor's Office.

IIIA1b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary

Systematic and timely evaluation is required by College employee organizations and Board policy. All evaluations follow a written procedure and utilize standardized forms and processes. The primary purposes of faculty and staff evaluation are continuing improvement, enhancing performance, promoting professionalism, and professional growth to improve instruction and/or services in support of the District's mission. Every regular full-time or part-time College employee and temporary faculty member is evaluated through a consistent and uniform process. The College assures the effectiveness of its HR department by evaluating its personnel at regular intervals. HR administers the evaluation process for all classifications of employees.

Taft College establishes written criteria for evaluating personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented. If necessary, a

work plan for improvement that illustrates the basis for a deficiency is developed to assist employees who fall below acceptable performance levels. ([IIIA.025](#))

Per the Faculty Handbook and Collective Bargaining Agreement, tenure track contract faculty members (associate professors) are evaluated annually during the first four years of employment. Nontenure track contract faculty members are evaluated annually. Each contract faculty member is evaluated in each area of contract responsibility, with evaluations conducted during the fall semester unless there are extenuating circumstances. Spring evaluations will only take place with prior approval by the supervising administrator. The evaluations include: 1) Peer and supervising administrator observations; 2) Student evaluations (if applicable); 3) Self evaluation; 4) Peer evaluation; and 5) Supervising administrator evaluation. ([IIIA.026](#)) ([IIIA.027](#)) ([IIIA.028](#)) ([IIIA.029](#))

Both tenured and part-time faculty members undergo a similar evaluation process. The Faculty Handbook also includes these procedures. Tenured faculty members (professors) shall be evaluated every third year upon attaining tenure. Each professor is evaluated in each area of contract responsibility and evaluations are conducted during the fall semester unless there are extenuating circumstances. The tenured faculty evaluations include: 1) Student evaluations (if applicable); 2) Self evaluation; 3) Statement of Compliance Form; and 4) Supervising administrator evaluation. Part-time faculty members (adjunct lecturers) are evaluated for a minimum of one class section per discipline for the first two semesters of teaching. From the third semester onward, if any *new* disciplines are taught, the adjunct lecturer is evaluated a minimum of one class section per discipline. After the first two semesters, the adjunct lecturer is evaluated a minimum of once every third calendar year of teaching. The part-time faculty evaluations include: 1) Division chair (or designee) and supervising administrator

observations; 2) Student evaluations (if applicable); 3) Division chair (or designee) recommendation; and 4) Supervising administrator optional meeting. ([IIIA.026](#)) ([IIIA.027](#)) ([IIIA.028](#)) ([IIIA.029](#))

Article 10 of the CSEA Bargaining Agreement outlines the evaluation requirements for classified staff. Each permanent employee is evaluated on an ongoing basis with a formal written evaluation at least once each academic year. A permanent employee may also request a special evaluation no more than quarterly. A probationary employee is formally evaluated at least once prior to completion of the 12-month probationary period. The evaluations are conducted using the Classified Evaluation Form and are conducted at the end of each academic year. ([IIIA.011](#)) ([IIIA.030](#))

Educational, classified supervisory and confidential administrators are evaluated in accordance with the Management Terms and Agreement document. A goal setting and annual evaluation form is used for this purpose. At the beginning of each academic year, administrators identify a minimum of three goals that are important to their department's results for that year, how the goal will be measured, and what institutional goal it supports.

In April of each year, administrators and managers prepare a self evaluation that includes:

1. Performance outcomes for each established goal;
2. A summary of performance accomplishments such as contributions made to the campus and/or the community, overall efficiency and effectiveness in managing areas of responsibility, ability to successfully complete important assignments, ability to handle unplanned events, and problems or difficult situations that arose.

The supervisor as the evaluator completes the performance competency criteria section of the form that assesses the skills of the administrator or manager. In addition, the supervisor completes a summary of the manager's performance accomplishments for the year and provides an overall performance rating. The process concludes with a meeting between the parties to discuss the performance review and plan for the future. ([IIIA.031](#)) ([IIIA.032](#))

The Superintendent/President is evaluated annually by the BOT as outlined in Board Policy and AP 2435. The evaluation includes the areas specified in the Superintendent/President's contract. The evaluation process is jointly developed and agreed to by the Superintendent/President and the BOT. The process is systematic and based upon the goals established by the Superintendent/President and the Board. ([IIIA.033](#)) ([IIIA.034](#)) ([IIIA.035](#))

Self Evaluation

Taft College meets this standard. The College assures the effectiveness of its human resources through the systematic evaluation of personnel. The College uses written criteria to evaluate all personnel including performance of assigned duties, participation in institutional responsibilities, and other activities appropriate to their expertise. Actions taken following evaluations are formal, timely, and documented.

Actionable Improvement Plan

None.

IIIA1c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing

those learning outcomes.

Descriptive Summary

The Office of Instruction maintains the documents that describe the procedures for the evaluation of faculty including contract faculty and adjunct lecturers. The "Faculty Self Evaluation Guidelines" specify that teaching contract faculty undergoing evaluation are required to convey their instructional methodology and to describe specific strategies used in the classroom to support learning. Nonteaching contract faculty are asked to list strategies they utilize to facilitate student learning and independent decision making.

All instructors are expected to identify Student Learning Outcomes (SLO) in relation to the content of the course material and in their teaching methodology. These outcomes are included in the course syllabus that is a component of the peer review process and the supervising administrator review. The assessment of these components during the faculty evaluation process links the integration of Student Learning Outcomes (SLO) to curriculum and teaching methods assessed through the evaluation process. ([IIIA.036](#)) ([IIIA.037](#))

While each division and department develops, implements, and evaluates SLOs, and uses the results of SLO assessment data to improve student learning, the evaluation instruments make reference to using and assessing learning objectives under the instructional methodology section. ([IIIA.038](#)) ([IIIA.039](#)) ([IIIA.040](#)) ([IIIA.041](#)) ([IIIA.042](#)) ([IIIA.043](#))

The evaluation process for teaching and nonteaching contract faculty and adjunct lecturers includes observation, student evaluations if applicable, and Division Chair recommendation. The process for contract faculty also includes peer evaluation and

supervising administrator evaluation. Supervising administrator evaluation is an optional item in the adjunct lecturer evaluation process.

Teaching contract faculty submit a complete curriculum packet that is reviewed by peers, Division Chair, and the Vice President of Instruction. The Vice President of Instruction Review Evaluation meeting explicitly includes discussion on the uses of SLOs, their design, and their role in assessment and validation of instruction. ([IIIA.044](#))

Nonteaching contract faculty submit a written self evaluation that considers, among other areas, a description of current and planned involvement within one's area of responsibility including improving SLOs. ([IIIA.045](#))

The College is investing resources in training faculty, creating systems to support the use of SLOs, and integrating SLOs into the standard research model being developed by the Governance Council (GC). These resources include a faculty SLO Coordinator and a classified Learning Outcomes Technician to maintain SLOs in the eLumen software system. Each division and department is engaged in developing, implementing, and evaluating SLOs at the course and program levels. ([IIIA.046](#)) ([IIIA.047](#)) ([IIIA.048](#)) ([IIIA.049](#)) ([IIIA.050](#))

Self Evaluation

Taft College meets this standard. The College has invested heavily in the faculty, staff, and system support needed to be successful. To strengthen its processes, Taft College will continue to build on this investment both in terms of training, further development of data systems, further establishment of SLOs into the fabric of institutional systems like program review, and engagement in the necessary collaborations and conversations. The integration of SLOs

at Taft College is reflected in the Taft College 2015-2017 Strategic Action Plan (SAP).

Actionable Improvement Plan

None.

IIIA1d. The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

Taft College adopted a written code of professional ethics as part of its Board Policies in June 2011. All employees are expected to conduct themselves in an ethical manner and policies stating such are found at a number of levels. Board Policy 3050 clearly states that the College upholds a written code of professional ethics for all classifications of employees. Each employee group has its own code of ethics within Board Policy 3050. Additional policies relating to ethical behavior include Board Policy 3720 Computer Use, Board Policy 7370 Political Activity, and Board Policy 6335 District Credit Cards. ([IIIA.051](#)) ([IIIA.052](#)) ([IIIA.053](#)) ([IIIA.054](#)) ([IIIA.055](#))

The BOT also abides by policies relating to ethical behavior as found in Board Policy 2710 Conflict of Interest, Board Policy 2715 Code of Ethics/Standards of Practice, Board Policy 2716 Political Activity, and Board Policy 2717 Personal Use of Public Resources. ([IIIA.056](#)) ([IIIA.057](#)) ([IIIA.058](#)) ([IIIA.059](#))

Taft College upholds these written codes of ethics. Board Policy 3050 is one policy with a general statement in the beginning applicable to all employees followed by a separate section for each classification of employee. The ethical standards define professional expectations and is fostered through education, training,

progressive discipline, and a grievance process. All classifications of employees share a commitment to uphold ethical personal behavior recognizing that while all employees have personal freedoms and rights, each employee represents the College in his/her classroom, on the campus, and in the community, and must do so with character and professionalism. The common goal amongst each classification is to model behaviors consistent with roles in the educational field. Taft College personnel concur that they have a special obligation to the institution to maintain the integrity of the College's educational function and its mission and goals by adhering to the written code of ethics Taft College has set in place. ([IIIA.060](#)) ([IIIA.061](#)) ([IIIA.062](#))

Self Evaluation

Taft College meets this standard. As evidenced in the 2012 midterm report, the College established a written code of professional ethics for all personnel and fosters ethical behavior through training and formal conversations. Board Policy 3050 was approved by the BOT in 2011.

Actionable Improvement Plan

None.

IIIA2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Descriptive Summary

Taft College uses recognized metrics for determining minimum sufficient numbers of qualified faculty with full-time responsibility to the institution. The Faculty Obligation Number (FON) and compliance with the 50 Percent Law are the two primary metrics for evaluating the number of qualified faculty positions. ([IIIA.063](#))

In Fiscal Year (FY) 2011-2012, Taft College was out of compliance with the 50 Percent Law with an overall ratio of 49.39 percent. To address this, the College formed a 50 Percent Law Task Force that reviewed the College's staffing patterns over the five years previous to the 2011-12 year. The task force created a plan to bring the College back into compliance in FY 2012-2013, which included adding three additional full-time faculty positions in FY 2012-2013. As a result of this and other actions, the College's 50 Percent Law ratio was 50.33 percent for FY 2012-2013. In 2013-2014, the College's 50 Percent Law ratio was 50.92 percent, and the 2014-2015 projection is 51.55 percent.

The task force has institutionalized a practice of meeting each spring to review projections for compliance with the 50 Percent Law and ensure that there is open dialogue regarding the College's compliance with this important law. The hiring of more full-time faculty also contributes to Taft College's efforts to adhere to the 75-25 rule. Over the past five years, the College has exceeded its Full-Time FON. ([IIIA.064](#)) ([IIIA.065](#)) ([IIIA.066](#)) ([IIIA.067](#))

During the recent lean budget years, Taft College saw a reduction in faculty and staff positions. Several open positions created by retirements were left unfilled due to budget constraints. However, for the 2012-2013 Academic Year (AY) the College added two full-time faculty positions; for the 2013-2014 AY, the College added three full-time faculty positions; and for the 2014-2015 AY the

College added two full-time faculty positions. Taft College also replaced faculty vacancies created by retirement or resignation during academic years 2012-2015. The College is currently replacing staff vacancies created by retirements or resignations to maintain appropriate staffing levels. The number of administrator positions at Taft College has remained unchanged in recent years, because vacancies created by administrator retirements or resignations have been filled.

Filling staff and administrator vacancies has provided the necessary administrative support to fulfill the goals and mission of the College. Taft College continues to use its participatory governance structures and program review process to identify critical faculty and staff needs across the entire campus. Taft College is committed to maintaining appropriate staffing levels to provide the best services for the needs of students and the community.

In March 2015, the College contracted with Collaborative Brain Trust (CBT) to conduct a study of Taft College staffing and HR practices relating to staffing. This study will provide insights into the College's current staffing levels, as compared to similar-sized districts. It will also provide recommendations relating to staffing, selection committee training and practices, EEO considerations, and other HR practices and processes. The HR/Staffing plan will inform planning and help to ensure the College has the appropriate level of faculty, staff, and administrators to support the College's mission and educational purpose. ([IIIA.068](#))

Self Evaluation

Taft College meets this standard. Regular evaluation of staffing needs of the College and assessment of the effectiveness of staffing practices ensures a sufficient number of qualified faculty, staff, and administrators. Recommended new positions are identified through

the program review process and reviewed and prioritized through the College's participatory governance structure. As vacancies occur, the College routinely reviews the needs of the respective department and the District to determine if replacement and/or restructuring of duties are needed.

Actionable Improvement Plan

Taft College will complete the current HR/Staffing study and will consider its recommendations in future planning.

IIIA3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Descriptive Summary

Taft College develops policies and procedures in accordance with the participatory governance process established by the College. The Taft College Governance Guide details how policy recommendations are developed and the role of each constituent group in the policy recommendation process. Board Policy 2410 and its associated AP established the Board's role in directing the development of policy and approving policies in accordance with Education Code 70902, and require that policies and procedures be accessible to the public and the campus community. AP 2410 defines the process for developing policies and states that those policies/procedures shall be accessible on the College website. ([IIIA.069](#)) ([IIIA.070](#))

Taft College has established a practice of annually reviewing policies and related procedures to ensure they are up-to-date and reflect current legal requirements. The College prioritizes policy review

activities by focusing first on those that are legally required. The College subscribes to the Community College League of California (CCLC) Policy and Procedure update services and receives regular updates on changes to legal requirements for governing Board policies. ([IIIA.071](#))

Board policy and AP 7110, updated on January 16, 2015, task the Director of HR with ensuring that the practices within HR align with Board policy and legal requirements. Personnel policies are developed and updated by the HR Department and reviewed by the Superintendent/President's office and appropriate constituency groups (i.e., classified staff, faculty, and administrators). For example, Board Policy 7120 was updated and revised on January 28, 2015. ([IIIA.001](#)) ([IIIA.072](#))

The policies and procedures are presented to the BOT for approval and information, respectively. Approval of Board policy requires two readings at a public meeting of the BOT. Once approved, all Board policies and related procedures are posted on the District's webpage and are easily accessible to all employees as well as the public at large. ([IIIA.073](#))

Board policies and procedures are equitably and consistently administered. As an example, all internal applicants must complete the process for selection as an adjunct faculty member, including those employed by the College in other capacities. Similarly, internal candidates for administrative or classified positions must apply and follow the entire process for selection in the same manner as external candidates. ([IIIA.074](#))

Self Evaluation

Taft College meets this standard. The College has policies and procedures that address personnel matters. The College

systematically reviews and updates its policies and procedures. In 2012, the College began to track updates and maintain a matrix of all policies and procedures to track the review and update process. The CCLC Board policies and procedures services are used to ensure that policies and procedures are up-to-date and reflect the most current regulations and laws. All of the Board policies and procedures are accessible through the College website. Policies and procedures are equitably and consistently administered. Taft College has established processes for employee recruitment, employee evaluation, and workplace conditions. There are established processes outlined in the respective collective bargaining agreements for resolving employee disputes if any arise.

Actionable Improvement Plan

None.

IIIA3a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

Board Policy 3420 established the Board's commitment to support the total realization of equal employment through a continuing EEO program and fairness in employment practices. Personnel policies are developed and updated by the HR Department and reviewed by the Superintendent/President's office and appropriate constituency groups in support of Board Policy 3420. ([IIIA.075](#)) ([IIIA.076](#))

The HR Director is responsible for ensuring that policies are followed and implemented equitably. A grievance process allows for resolution of disputes if any should arise. Taft College has specific policies and procedures relating to selection and hiring, performance evaluation, compensation, benefits, and dispute

resolution. Selection and hiring procedures are detailed in Standard IIIA1a. Performance evaluation processes are detailed in Standard IIIA1b.

Taft College has established a compensation structure based on negotiations with collective bargaining units for faculty and classified staff and external salary studies for classified managers and educational administrators. The process for moving through the salary schedule is established through the collective bargaining agreements and is easily accessible in the HR office. The College has a process for evaluating reclassification requests by classified staff. For faculty positions, there are established criteria for initial placement on the salary schedule, as well as an appeal process when there is a difference of opinion regarding initial placement. ([IIIA.077](#)) ([IIIA.077](#)) ([IIIA.078](#)) ([IIIA.078](#))

Self Evaluation

Taft College meets this standard. The College focuses on providing and ensuring fairness in employment processes at all levels. The College has established and adheres to all policies relating to employment.

Actionable Improvement Plan

None.

IIIA3b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary

The personnel records of all employees are securely held within fire

resistant cabinets in the HR Department. The security and stability of these records are further ensured by adherence to Board Policy 3310. ([IIIA.079](#))

The HR Department maintains the confidentiality of employee personnel files by adhering to its policy of restricting access to authorized individuals: The employee; Superintendent/President; supervising administrator; direct supervisor; HR management personnel; and limited access to the administrative assistants of the authorized individuals. An employee may have access to his/her file by requesting to review his/her personnel file in the presence of an HR Department representative. Employees are given the opportunity to include additional supplemental documents in specific circumstances. Any request from unauthorized employees or an external source for employee data outside of Public Records Act requirements must be pre-approved in writing by the employee whose records are being sought. ([IIIA.080](#))

Self Evaluation

Taft College meets this standard. The College provides the security and confidentiality for personnel records. Each employee has access to his/her own personnel records in accordance with the law.

Actionable Improvement Plan

None.

IIIA4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Descriptive Summary

Board Policies 7100 and 3420 established the College's understanding of and concern for issues of equity and diversity. Taft College is committed to ensuring that all qualified applicants for employment have full and equal access to employment opportunities and are not subjected to discrimination in any program or activity. The College's commitment to issues of equity and diversity affecting students as well as employees is reflected in Taft College's Mission Statement and institutional values. The commitment is made actionable through the Taft College Equity Plan and the Associated Student Body (ASB) Constitution and Bylaws, as well through documented hiring and employment practices. ([IIIA.075](#)) ([IIIA.081](#)) ([IIIA.082](#)) ([IIIA.083](#))

The governing Board policies establish the direction of Taft College. HR practices are designed and evaluated to ensure alignment with Board policies. To measure the effectiveness of diversified recruiting, the College's application materials contain a separate voluntary demographic information application section. This application section requests applicants to voluntarily disclose their ethnicity, age, gender, disability status, veteran status, and recruiting resource. The HR Department removes this section from the application material prior to the application being reviewed by the screening committee. Information provided in this section is used by the HR Department to track the effectiveness of position advertising and to analyze adverse impact as described in sections 10 and 11 of the EEO Plan. ([IIIA.081](#)) ([IIIA.084](#)) ([IIIA.085](#))

The EEO Plan focuses on satisfying policies and procedures required under Title 5 regulations, including analysis of the Taft College workforce and applicant pool; analysis of whether under-representation of monitored groups exists; and establishment of a complaint procedure for noncompliance with Title 5 EEO

Regulations. ([IIIA.086](#))

The EEO Plan outlines the delegation of responsibility and authority to implement the Plan to the WKCCD Governing Board, the Superintendent/President, and specified agents of Taft College. The College Equal Employment Opportunity Advisory Committee (EEOAC) is in place to ensure the complete compliance of the written policies and procedures of the Plan. ([IIIA.087](#))

Self Evaluation

Taft College meets this standard. The College creates and maintains appropriate programs, practices, and services that support its diverse personnel and the College's stated commitment to understanding of and concern for issues of equity and diversity. The College evaluates these programs, practices, and services annually and uses the results from evaluation to guide changes when needs are identified.

Actionable Improvement Plan

None.

IIIA4a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary

Taft College values and promotes equity and diversity as shown in the College's mission and vision that demonstrates a commitment to innovation, diversity, creativity, and critical thinking. The College identifies programs, practices, and services through the Professional Development Committee (PDC) that is responsible for planning and facilitating professional development activities for faculty and staff.

The PDC periodically conducts surveys to determine the training and development needs of the campus community. ([IIIA.087](#)) ([IIIA.088](#))

Board Policy 3430 states in part, “The College is committed to providing an academic and work environment that respects the dignity of individuals and groups.” Taft College’s practices work to meet this commitment, as can be seen in Taft College job advertisements. Each employee job description states that incumbents shall have an understanding of and sensitivity to the diverse academic, socioeconomic, cultural, and ethnic backgrounds of staff and students. ([IIIA.089](#))

The 504 Compliant College website includes information on diversity with links to numerous charities and other groups that work to further the understanding of cultural diversity and sensitivity. A variety of trainings and professional development opportunities include content to support increased understanding and sensitivity to the diversity of personnel and students. Community awareness of and sensitivity to diversity is fostered through the Taft disAbilities Partnership Team (TAPT), a College committee consisting of faculty, community, and students that coordinates programs and events for students with disabilities, the campus, and the community. ([IIIA.090](#)) ([IIIA.091](#)) ([IIIA.092](#)) ([IIIA.093](#)) ([IIIA.094](#)) ([IIIA.095](#)) ([IIIA.096](#)) ([IIIA.097](#)) ([IIIA.098](#)) ([IIIA.099](#))

Taft College encourages faculty, student, and staff involvement in workshops and presentations that honor diversity such as workshops on cultural competence, learning styles, and harassment awareness. Faculty, staff, and students provide events or services that increase awareness such as Extended Opportunities and Services (EOPS) and California Work Opportunity and Responsibility to Kids (CalWORKS) orientations and “People with disAbilities Week.” Many of these events conclude with an evaluation to collect data regarding the effectiveness and appropriateness in meeting

the needs of the Taft College community. ([IIIA.100](#)) ([IIIA.097](#)) ([IIIA.101](#)) ([IIIA.094](#))

To promote understanding of issues of equity and diversity, Taft College has established an Institutional Student Learning Outcome (ISLO) focusing on community/global consciousness and responsibility. This ISLO states that graduates should be able to demonstrate social and cultural awareness, effective and sensitive communication, and a commitment to learning. Achievement of community and global awareness is evaluated as an indication of how well Taft College programs and services reflect the stated commitment to and understanding of equity and diversity. The College also offers professional development activities to all personnel to increase awareness of equity and diversity issues. ([IIIA.102](#)) ([IIIA.103](#))

Self Evaluation

Taft College meets this standard. The College creates and maintains appropriate programs, practices, and services that support its diverse personnel and Taft College’s commitment to understanding and resolving issues involving equity and diversity. The College evaluates these programs, practices, and services and uses the results from evaluation to guide changes when needs are identified.

Actionable Improvement Plan

None.

IIIA4b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Descriptive Summary

The EEOAC is tasked with reviewing and revising current policies and procedures that point to equity and diversity. Currently, the College EEO Plan is being updated to conform to revised Education Code standards. The revision process includes the comprehensive evaluation of equitability in the makeup of Taft College's workforce.

The EEOAC began the most recent evaluation of the demographic makeup of the College's workforce in spring 2015. The work of the EEOAC was supported by HR staff and supplemented by the work of the CBT. The EEOAC also began the process for a longitudinal analysis of the demographic makeup of the applicant pools to see if the pools are reflective of the Taft College student population. This analysis will inform the College's strategies for future recruiting practices. ([IIIA.104](#)) ([IIIA.105](#)) ([IIIA.106](#))

Self Evaluation

Taft College meets this standard. The College assesses its record in employment equity and diversity to meet its mission. In spring 2015, the EEOAC was convened to launch an update of the Taft College EEO Plan. The College is currently meeting its responsibilities in this area.

Actionable Improvement Plan

None.

IIIA4c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Descriptive Summary

A range of Board policies establish the commitment to integrity in the treatment of administration, faculty, staff, and students. The HR Department provides oversight and ensures equitable treatment of all members of the College community. The College has identified representative bodies to assist in the oversight and advocacy for the fair and equitable treatment of all faculty, staff, and students. Avenues to report possible lapses in integrity of treatment are documented in the faculty and student handbooks. ([IIIA.107](#)) ([IIIA.075](#)) ([IIIA.108](#)) ([IIIA.051](#)) ([IIIA.110](#)) ([IIIA.111](#)) ([IIIA.077](#)) ([IIIA.112](#)) ([IIIA.113](#)) ([IIIA.114](#))

Self Evaluation

Taft College meets this standard. There are formal processes in place to protect the integrity of faculty, staff, and students whenever any issues arise. The College consistently follows its policies and procedures to maintain the integrity of the institution and fairness to all.

Actionable Improvement Plan

None.

IIIA5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Descriptive Summary

Board Policy 3050 includes recognition of the importance of professional development for all employees. In support of this

recognition, Taft College regularly offers a variety of professional development activities. Lists of possible on-campus professional development offerings are developed through surveying the professional development interests and needs of staff, faculty, management, administration, and service areas. Survey and interest responses are aligned with recognized teaching, learning, and operational support needs. Professional development activities are open to all employees whenever offered.

Self Evaluation

Taft College meets this standard. The College supports the professional development of all employees, consistent with the institutional mission and based on identified teaching and learning needs.

Actionable Improvement Plan

None.

IIIA5a. The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary

Taft College plans professional development activities to meet the needs of its personnel. Requests for professional development activities originate from the program review process as well as through the Professional Development Center (PDC) initiated survey of needs. Professional development opportunities are identified, developed, scheduled, and evaluated through the PDC. The PDC works with the Office of Instruction and Student Services to schedule professional development activities in locations and at times that allow the participation of employees from all areas. The

College repurposed areas in the library to create a PDC, thereby ensuring a location for professional development activities throughout the academic year. ([IIIA.115](#)) ([IIIA.116](#)) ([IIIA.117](#))

Self Evaluation

Taft College meets this standard. The College ensures provision of opportunities for professional growth and development to all personnel through a compilation of professional development requests, identification of professional development needs that are consistent with the institutional mission and based on identified teaching and learning needs, scheduling of the activities, and evaluation of the appropriateness of the activities.

Actionable Improvement Plan

None.

IIIA5b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary

The Professional Development Committee (PDC) evaluates the professional development activities offered on a regular basis and welcomes feedback from the participants. On a periodic basis, the committee sends out a survey to the campus community to gather feedback and to collect suggestions for future offerings.

The PDC provides numerous opportunities through “brown bag” and “Faculty Inquiry Groups (FIG)” lunch seminars, fifteen in-service or “flex” days, and a three-day May in-service. Titles of a

representative selection of recent activities are presented in the lists below. ([IIIA.115](#)) ([IIIA.091](#))

Brown Bag Seminars

- Technology in the Classroom
- Foundation Grants and Potential Grant Projects
- Camtasia Relay and Explain Everything App
- Dropbox Cloud Storage
- Increasing Student Engagement with the Use of Student Polling and Student Surveys

Faculty Inquiry Groups

- Grade Norming
- SLO Alignment
- Motivating College Students
- Reading, Critical Thinking, and Active Learning
- Assistive Technology
- The Flipped Classroom
- Automated Evaluation of Essays
- Student Success Initiative

May In-Service

- Technology in the Classroom
- Connecting Students to Careers
- Microsoft Office (Excel, Access, Outlook)
- Partnerships for Student Success
- Educational Technology
- SLO Assessments and Course Improvement Plan Utilizing eLumen
- Attitude

- Managing Organizational Change
- Distance Learning (DL) Course Management Platforms (ETUDES, MOODLE)

Human Resources Ongoing Training

- New Employee Orientation
- Screening Committee Orientation
- Sexual Harassment Prevention
- Worker's Compensation Law
- Family Medical Leave Act
- Supervisory Staff Training on multiple topics

In-Service (Flex) Days

- Clinical Teaching
- Essential Elements of a Good Learning Experience
- California Community College Funding
- Writing Program Assessments
- Classroom Assessment Techniques
- Emergency Preparedness Plan
- Adult Learning Theory and Generational Differences
- MyMathLab Training
- Estate Planning
- Retirement Planning
- Campus Safety
- Adult and Pediatric CPR Training
- Health Plan Overviews
- Flexible Spending Program Information
- Preventing ID Theft Workshop
- Cooking Demonstrations
- Interest-Based Bargaining Training
- Student Learning Outcomes

- Program Review
- Americans with Disabilities Act and its Higher Education Accommodation Requirements
- Student Services Procedures Updates
- Career Technical Education Programs
- Web Accessibility
- Section 504/508 Compliance Training
- Personalities, Perceptions, and Preferences of Learners and Workers
- Project Lead the Way
- E-colors
- Crucial Conversations Communication workshop
- Authentic Assessment

Faculty and staff are encouraged to attend appropriate workshops/conferences; however conference attendance has declined in recent years due to budget constraints.

The HR Department meets regularly with supervisory staff, administrators, faculty, and staff leaders to evaluate if training needs are being met and to develop ideas for areas that are not being addressed. ([IIIA.115](#)) ([IIIA.116](#)) ([IIIA.118](#))

Self Evaluation

Taft College meets this standard. The College is continually working to plan, design, provide, and evaluate beneficial and relevant professional growth and development programs for all staff members.

Actionable Improvement Plan

None.

IIIA6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

HR planning is integrated with institutional planning through the same structure and processes as other institution wide plans. HR planning is an essential component of College wide planning for a number of reasons. Personnel costs in the form of salary and benefits constitute 70 percent of the Taft College budget. Developing a comprehensive HR staffing plan that is linked to and supportive of the Educational Master Plan (EMP) helps to ensure that the College is making sound investment decisions in its human resources so that it can realize the goals and recommendations of the EMP. ([IIIA.069](#)) ([IIIA.119](#))

Taft College integrates HR planning with institutional planning through two primary methods. The first method for integrating planning is through annual program review. All College departments are required to do an annual program review that result in goals for each department that are consistent with the goals of the Institution. Each administrative department utilizes institutional data developed specifically to facilitate continuous quality improvement within that program.

The HR Department, as all other programs and departments on Campus, participates in the annual program review process. The department analyzes data gathered through the annual Institutional Effectiveness Survey to identify and implement opportunities for improvement. ([IIIA.120](#)) ([IIIA.121](#))

Goals identified through the annual program review process may

require personnel resources. These personnel resource requests are forwarded through the program review process in two ways. Requests for additional faculty positions are forwarded to the Academic Senate, which conducts a ranking process to determine its collective priorities regarding faculty hiring. Requests for classified positions are forwarded to the Classified Staffing Committee, which conducts a ranking process to determine its priorities. The ranked requests are then forwarded to the Superintendent/President for further consideration in the context of available College resources and the state economic outlook. ([IIIA.122](#)) ([IIIA.123](#))

The second method of integrating HR planning with institutional planning is the 2015 Human Resource Planning/Staffing project. Taft College recognized that it must develop an HR plan that integrates with and supports the EMP developed in 2013. This plan, currently in development at the time of this writing, will identify and align the College's HR needs with the College mission, values, and strategic goals. The plan will include:

- Review of employee recruitment and selection practices
- Demographic data for students, staff, and community/district service area
- Staffing levels compared to four similarly-sized single-college districts
- Staffing challenges
- Resource allocation and position control considerations
- Recommendations for the future

The methodology for the development of the HR plan includes a survey of Taft College faculty, classified staff, classified managers, confidential employees, and educational administrators. The survey respondents were selected based on their College responsibilities, having served on a hiring committee within the past two years, or having gone through the hiring process over the past two years. The

methodology also includes a comparison of data by employment classification with four similarly-sized districts and an analysis of demographic data of students, district, and College staff. ([IIIA.124](#)) ([IIIA.125](#))

The proposed project was presented to the GC in January 2015, which fully supported the project. The College contracted with the CBT to develop the plan, which is scheduled to be completed by May 31, 2015. The CBT is a California-based community college consulting firm with experience in helping college districts develop HR/staffing plans. ([IIIA.126](#)) ([IIIA.068](#)) ([IIIA.127](#))

Data from the HR Plan/Staffing Plan will be analyzed and integrated with the EEO Plan also under development in spring 2015. These plans are supportive of the EMP and will inform hiring and recruitment practices, employee training needs, and other related planning at the College.

Self Evaluation

Taft College meets this standard. The annual program review process provides the mechanism for identifying needed staffing for achieving institutional goals. The HR Department's annual program review provides the opportunity to analyze data and implement changes to improve institutional effectiveness. The HR/Staffing Plan provides a more long-term, strategic planning component that is integrated with and supportive of the EMP.

Actionable Improvement Plan

Evaluate the recommendations in the 2015 HR/Staffing plan and implement new practices and other improvements where appropriate.



Taft College hosts numerous fun events each year for students and the community.

IIIB. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

IIIB1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Descriptive Summary

The WKCCD encompasses 767 square miles of land. Taft College, a single-college-district, is located on 39 acres in Taft, California and also owns a 5.4 acre site in Shafter that supports the WESTEC. The College also leases space to support campus operations and instructional programs. The College Bookstore is currently located off campus in the Pilot Plaza Shopping Center in Taft. In 2014, the College leased space in the Taft Industrial Park to offer industrial training-most notably the Welding Program. ([IIIB.026](#)) ([IIIB.027](#))

Improvement Projects

In 2004, the citizens of the WKCCD passed a \$39.8 million bond (Measure A) for construction and renovation of the Taft College Facilities. To date, 80 percent of the 2004 Measure A improvements have been completed. ([IIIB.020](#))

Completed projects include the Taft College Child Development Center, the Modular Swing Space Project, the Library, the Student Services/Administration Building project-which includes 24,000 Assignable Square Footage (ASF) of new Library Learning Resource Center (LLRC) and 30,000 ASF of Administration and Student

Services reconstruction-the Science Modernization project (9,252 ASF), the Tech Arts Modernization project (8,593 ASF), and the Dorm Renovation project (10,852 ASF). ([IIIB.005](#))

The 12,000 sq. ft. Science Modernization project was completed in 2009, resulting in a complete remodel of interior and exterior spaces of the existing math and science laboratories and classrooms. To support the Science, Technology, Engineering and Math (STEM) education initiative, a new STEM Lab was purchased using funds from the Department of Education Title 5 STEM Grant. A greenhouse was also purchased to accompany the STEM Lab and provide a horticulture component to support the science curriculum.

Measure A funding also supported improvements in the main campus courtyard. The Courtyard Modernization project provides an outdoor amphitheater, open and private spaces for staff and student interaction, along with a water feature that displays a sculpture of the College's mascot. ([IIIB.008](#))

The construction of the 20,000 sq. ft. Taft College Maintenance and Operations facility was completed in 2010 and houses a maintenance shop and offices. This facility also includes buildings used for grounds, custodial, and storage.

The Technical Arts modernization project was completed in in 2011 and included reconstruction and modernization of 10,000 sq. ft. of classrooms and laboratories. The project also included the construction of the College Art Gallery, access improvements to the surrounding site with the addition of stairs and ramps, and self-contained landscape planters.

The Center for Independent Living (CIL) complex was completed in 2013 and includes a 32 unit "living laboratory" housing, a 2,600 sq. ft. student lounge, and an 11,500 sq. ft. Administration and

Classroom building to support the Transition to Independent Living (TIL) program. In conjunction with the CIL project, the College redesigned the parking lot and Cougar Court entrance to the campus. In an effort to improve both vehicular and pedestrian safety, Cougar Court now terminates with a traffic circle near the Library.

The Ash Street Dorms were constructed in 1982. During the 2014-2015 AY, the interior of these facilities was modernized. The site was updated to comply with current ADA regulations and safety requirements. (IIIB.001) ([IIIB.004](#)) ([IIIB.020](#))

Planned Improvement Projects

The campus Facilities Master Plan (FMP) documents the long-range strategy for the continuing improvement of buildings, paths of travel, roads, parking, and other physical features of the campus. Future projects include construction of the Student Center, Campus Vocational and Technology Centers, as well as modernization of the gymnasium and field sports areas. The College's architectural services are provided by AP Architects, ensuring that the design and construction of campus facilities meet the Department of State Architect (DSA) requirements. The College also utilizes a DSA inspector to assure safe construction of facilities and compliance with state laws. ([IIIB.015](#)) ([IIIB.028](#)) ([IIIB.041](#))

Maintenance and Inspections

Taft College's Maintenance Department uses software called *MaintenanceDirect*, a corrective work order management program allowing the Maintenance Department to manage the work order process from request to completion. Work order requests are prioritized based on the project classification, location, and available inventory. This program also tracks all work orders

submitted and generates customizable reports to calculate budget and staffing needs. ([IIIB.019](#))

The maintenance staff is also responsible for conducting an annual campus wide walk to inspect the campus for safety and maintenance needs. During this inspection, the safety of campus facilities is assessed and reported. The Supervisor of Maintenance and Operations and a representative from AP Architects also conducts the annual space inventory. In addition to the annual space inventory, the College receives quarterly fire department inspections and an annual risk assessment conducted by Keenan & Associates. These inspections and timely maintenance reinforce the College's adherence to safety regulations and campus maintenance needs. ([IIIB.004](#)) (IIIB.005) ([IIIB.042](#))

For a number of years, the California Community College (CCC) system budget did not provide scheduled or deferred maintenance funds. However, in 2013-2014 the CCC system began reinvesting in its infrastructure and provided scheduled maintenance funds. With the renewal of funding, the Executive Vice President, maintenance supervisor, and AP Architects representative annually collaborate with the Facilities Committee to develop a list of substantial maintenance projects. This list includes roof replacement, major building component repairs, mechanical equipment, underground utilities, roads, and walkways. (IIIB.006) (IIIB.014) (IIIB.032)

Campus Safety

The Campus Safety and Security Committee meets on a monthly basis to identify and address safety related issues; status of safety plans; patterns in reported injuries; safety improvement strategies; and emergency preparedness planning. The Campus Safety and Security Committee also reviews safety and security issues at the WESTEC campus and schedules periodic meetings at the Shafter facility. (IIIB.022) ([IIIB.025](#))

In addition to the safety reports generated internally and by outside contractors, the program review process provides the opportunity to evaluate the effectiveness of the Maintenance Department in meeting the needs of programs and services offered in accordance with the EMP. ([IIIB.018](#)) ([IIIB.029](#))

College vehicles are maintained by the College's maintenance staff, as well as staff from the Taft City School District. ([IIIB.030](#))

Physical security measures such as door locks are a responsibility of the Taft College Information Technologies Services Department, which manages and ensures all campus doors are fully operational and the "lockdown" systems are functional. For doors not on the automated system, the College has adopted a system for the effective lockdown of doors. Campus modernization projects have included new lighting throughout the campus, as well as eight Code Blue Stations. These Code Blue Stations are located throughout the campus and at the Child Development Center. These stations, once activated by pushing the red button for help, automatically call the Kern Security Central office. ([IIIB.021](#)) ([IIIB.036](#))

Self Evaluation

Taft College meets this standard. The College provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery. The College has adopted a systematic approach with appropriate criteria to determine the long-term effectiveness and safe use of its physical resources.

Taft College uses a variety of methods to evaluate the safety and sufficiency of its physical resources and utilizes these methods to strategically plan, build, maintain, and upgrade physical resources in a manner that supports the programs and services offered.

Actionable Improvement Plan

None.

IIIB1a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary

Taft College plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and continuation of quality necessary to support its programs and services. In 2014, Taft College initiated the development of a new, comprehensive EMP. The development of the new EMP included a review of internal and external environmental scan data regarding the College's service area. The internal and external scan included economic, labor market, and demographic trend data. The internal data contained student demographics, enrollment trends, various student success indicators, and a space-needs analysis. The EMP identified five major recommendations for the future and is the basis for all other institutional plans including the College's Facilities Master Plan (FMP). ([IIIB.033](#))

With the completion of the EMP in June 2014, the College launched a comprehensive update of its FMP. This plan builds upon prior master plans and reflects the recommendations and facilities needs required to support the Taft College program of instruction. The SAP developed in 2014-2015 identifies specific goals relating to campus facilities and planning. ([IIIB.023](#))

Short and long-term physical resource needs are incorporated into the College's planning and resource allocation process. Facilities and equipment requests are identified through an assortment of

methods. The primary method is the annual program review process. Program review is a systematic way to assess academic departments, programs, and administrative units. By evaluating data on the effectiveness of the College's facilities and maintenance-related units, areas for improvement are identified. Any improvement goals that require resources are identified through program review, submitted to the GC, and considered for funding. ([IIIB.003](#)) ([IIIB.029](#))

Resource requests identified during the program review process are first ranked by area divisions, program directors, as well as area Vice Presidents. Following this ranking process, non-personnel requests are scored by the members of the Taft College GC, the primary participatory governance body at Taft College. The GC uses established and agreed-upon criteria when scoring resource requests. The GC then forwards recommendations to the Superintendent/President of the College. ([IIIB.011](#))

Requests that include personnel are forwarded to the Academic Senate (faculty positions) and Classified Staffing Committee (classified positions). These bodies rank the requests and forward their recommendations to the Superintendent/President of the College.

Funded requests are then included in the budget for the coming fiscal year.

More immediate physical resource needs are addressed through the use of College work orders. These requests may be completed through the use of existing operations and maintenance budgets or may be included in resource needs identified during the program review process. ([IIIB.019](#))

The effectiveness of facilities and equipment is assessed through the annual space utilization process. The Foundation for California

Community Colleges (FCCC) sends facility assessors to visit the campus and evaluate building conditions. Together, the FCCC assessor, a representative from AP Architects, and a Taft College employee walk all College facilities and examine the condition of the building components including electrical, mechanical, plumbing, and roofing systems. Both the interior and exterior of buildings are evaluated from top to bottom. Once the deficiencies are identified by the annual space utilization process, a plan is developed to resolve safety issues; address compliance concerns; and identify system maintenance needed to ensure building operations. Moving forward, the College may then budget for future repairs and system replacements. ([IIIB.034](#))

Effective utilization of physical resources is ensured through the annual space inventories completed in the fall. These inventories identify how classrooms, offices, and other spaces are being used. The findings serve as an integral part of the FMP, allowing for the projection of future facility needs. They also assist in the development and maintenance of facility allocation and utilization standards and guidelines. The space inventory information is combined with Weekly Student Contact Hour (WSCH) data provided by the state to calculate a capacity/load ratio or utilization number and is used to determine state funding eligibility. The Annual Space Inventory Report maximizes the College's eligibility for future state funding and is used to develop capital outlay and maintenance budgets. The capacity/load ratio for both classroom and office spaces are assessed in the Annual Space Inventory Report. ([IIIB.015](#))

The WKCCD strives to adequately maintain all of its physical resources and replace those resources that can no longer be maintained at an acceptable level of operational safety. Standard repairs and replacements are often included in operations and maintenance budgets. However, unexpected high-dollar repairs and replacements that are necessary to continue quality educational programming may be funded by available College contingency

funds. These funds are included in the annual budget as a precaution against unanticipated expenses, including expenses relating to facilities.

The renovation, replacement, and building of new facilities on the Taft College campus have been accomplished primarily through Measure A funds. Although over 80 percent of the Measure A improvements have been completed, there are several proposed projects remaining on the list of Measure A projects to support the institutional goals of Taft College. These include the construction of a Student Center, Vocational Center, and Technology Center.

(IIIB.020)

The Student Center will integrate a new kitchen, dining facility, student commons, and bookstore all under one roof. The Vocational Center project will replace and provide increased vocational space on campus. This project will provide 20,000 sq. ft. of laboratories, classrooms, and support spaces for vocational instruction, including classrooms, laboratories, and office spaces needed to support the Dental Hygiene program. (IIIB.001) (IIIB.020)

Self Evaluation

Taft College meets this standard. Physical resources support student learning programs and services. The College's planning and resource allocation process promotes efficient utilization of the College's facilities by allocating funding for maintenance and repairs that uphold and support student learning at Taft College.

Taft College uses the State of California's Scheduled Maintenance Program for timely nonrecurring repair and maintenance of facilities to correct and avoid health and safety hazards and maintain an environment that is supportive of student learning. The CCCCO uses the District's annual Five-Year Scheduled Maintenance Plan to validate District needs and determine the dollar amounts needed to

address those needs. Although the College has not received significant schedule maintenance funding over the past several years, the state is once again providing scheduled maintenance funds to support repairs and preventative maintenance on community college campuses. It is anticipated there will continue to be an increase in scheduled maintenance funding in the future.

The passage of Measure A in 2004 provided capital construction funds needed to enhance and support programs and services at Taft College. Projects funded through Measure A and the State of California have improved the quality of the College's physical resources. Short-term needs are identified, budgeted, and addressed through existing college processes. The development of the 2014 EMP and related plans established the foundation for future planning of facilities at Taft College. The SAP and the FMP provide the linkage between the College Mission and the educational planning required to fulfill its mission.

Actionable Improvement Plan

None.

IIIB1b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary

All physical facilities are regularly reviewed for access and barrier removal, safety, and environmental health.

Accessibility for all individuals is a priority at Taft College. Consistent with the FMP, Taft College makes every effort to construct its facilities so they are accessible to the disabled community. All

facilities are designed and built to comply with applicable building, safety, and accessibility codes that are enforced by the DSA and receive an accessibility compliance review.

Great care is given to providing safe environments for students and staff. A reporting process for accidents and injuries exists through the HR Department and Student Services. Annual safety inspections are performed by the College's property and liability insurance provider, Statewide Association of Community Colleges (SWACC), and the Kern County Fire Department. ([IIIB.002](#)) ([IIIB.004](#))

Building systems requiring permits, such as gasoline pumps, elevators, fire suppression systems, boilers, generators, and backflow devices, are inspected and permitted to comply with the requirements of the appropriate permitting agencies.

Taft College complies with environmental standards and requirements. Licensed contractors regularly remove industrial, chemical, and biochemical wastes from the campus in accordance with applicable laws and regulations. The campus regularly sponsors e-waste recycling events to support the environmental interests and safety of the campus and the greater community.

The Taft College campus has residence halls for approximately 150 students. The College employs a Residence Hall Supervisor, Residence Hall Assistants, campus security, and a contracted officer through the City of Taft to provide public safety and security services to the Residence Hall and campus as a whole. Security cameras have been installed in and around the Child Development Center, residence halls, Student Services/Administration building, Library, Science building, and Technical Arts building. As each project in the FMP is completed, security cameras are added. ([IIIB.010](#)) ([IIIB.035](#))

The WESTEC facility in Shafter had seven security cameras installed to monitor the campus and parking lot. WESTEC also signed a Memorandum of Understanding (MOU) with the Shafter Police Department to make random patrols on campus 24 hours a day and respond to any issues that arise. Additionally, the Bakersfield College (BC) security personnel make occasional patrols through the WESTEC facility, as they also hold classes there. ([IIIB.046](#))

To secure access to Taft College buildings, card access readers have been installed in the Child Care Center, Student Services/Administration building, Library, Science building, Maintenance and Operations building, and Technical Arts building. The Code Blue emergency call system has been implemented throughout the campus and is tested on a regular basis. ([IIIB.037](#))

The Vice President of Student Services has published the Campus Violence Prevention Guide and the Emergency Response Guide that is distributed to departments and offices. In-service training and lock-down drills help reinforce awareness of campus safety procedures and provide the opportunity to improve safety measures on campus. (IIIB.056)

As part of the CIL construction project, Taft College reengineered its main parking lot and the campus entrance. The former Emmons Park Drive now terminates at the new campus entrance roundabout. In 2013, the College worked with the City of Taft to rename Emmons Park Drive through a campus wide street renaming contest. Cougar Court was the winning name, and in August 2013, the City Council officially approved the new name. ([IIIB.043](#))

The new parking lot and campus entrance provides safer parking and access to students and College staff. Stop signs have been installed at the corner of Cougar Court and at the Ash Street exit. ([IIIB.047](#))

Taft College has two standing committees that address access, safety, security, healthful learning, and working environments. The Facilities Committee meets monthly to review facilities activities, planning, and issues that impact the learning and working environments. The Facilities Committee helps ensure the College's facilities comply with applicable and appropriate codes and standards, as well as with the SAP of the College. ([IIIB.014](#))

The Campus Safety and Security Committee also meets on a monthly basis to specifically address safety concerns on campus. This committee serves as the central focal point to examine campus security and safety issues and responsibilities. (IIIB.022) ([IIIB.037](#))

Self Evaluation

Taft College meets this standard. The College staff makes every effort to assure access, safety, security, and healthy learning and working environments for all students and staff on both campuses. In addition, the College adequately maintains all physical resources by quickly repairing or replacing any resources that can no longer be maintained at an acceptable level of operational safety when funding is available to do so or by taking the problematic resources out of service when replacement/repair is not an option. Campus committees and planning processes support the safety, security, and positive learning/working environments at all college locations.

Actionable Improvement Plan

None.

IIIB2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Descriptive Summary

Taft College regularly evaluates and plans for its facility and equipment needs. The College collects and evaluates data to inform planning for facilities and equipment.

Taft College is in the final stages of completing its next FMP following the development of the new EMP in 2014. The College has an Integrated Planning Model (IPM) that is based on the College mission and the EMP. All plans flow from the College mission and are designed to support student success at Taft College. ([IIIB.038](#))

Facilities evaluations are performed from multiple perspectives, both annually and every five years. Multiple college committees participate in the delineation of facility and equipment needs. The *Taft College Governance Guide* details the College's participatory governance framework and the role of various committees in college planning. ([IIIB.049](#))

Since the passage of Measure A in 2004, Taft College has undertaken an ambitious effort to update and enhance existing facilities, build new instructional spaces, and complete the prior FMP for the campus. To date, Taft College has completed the following construction projects: ([IIIB.004](#))

- New Child Development Center
- Modernized Student Services/Administration Building
- Expanded and Modernized Library
- Modernized Sciences Building
- Renovation of the Cougar Courtyard
- Modernized Technical Arts Building
- Technology Infrastructure
- New Maintenance and Operation Building
- New Center for Independent Living
- Modernized Dormitories

Taft College will commence construction of the new Student Center in 2015. The Student Center will house a new cafeteria, bookstore, and student union. All current and future construction projects are in alignment with the institutional needs established by the GC and reflected in both the EMP and the FMP. ([IIIB.012](#)) ([IIIB.015](#))

The FMP for the WKCCD presents an overall picture of the proposed development designed to support the institutional goals of Taft College. Educational planning data consisting of projected enrollment and new programs are used to inform facility space needs.

Recommendations for future development include the construction of new instructional buildings; renovation; expansion of the gymnasium building; a much needed field sports project; and a series of site improvement projects proposed to further improve vehicular and pedestrian circulation. While drawings and sketches in the plan appear specific, the forms are conceptual and highlight the locations and purposes of recommended improvements. ([IIIB.015](#))

The Technology Master Plan is another planning document created to help set goals for improvement to the overall campus. The Technology Master Plan spans a five-year period from 2012 to 2017 and is organized to provide historical context, current environment, and recommendations regarding campus technology. It was developed with input from a variety of groups and members of the campus community. The Information Technology Committee (ITC) is a participatory governance committee responsible for recommending technology strategies, training needs, and planning considerations to the Taft College GC. ([IIIB.024](#)) ([IIIB.044](#))

Self Evaluation

Taft College meets this standard. The College continually analyzes data and evaluates departments on campus to ensure the

effectiveness of its physical resources. Through its participatory governance structure, the College has processes in place to collect and analyze data to conduct integrated planning in support of the physical infrastructure of the campus and related facilities.

Actionable Improvement Plan

None.

IIIB2a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary

Taft College has developed an EMP that provides the framework for the FMP, detailing the College's instructional space needs for the next ten years. The SAP has specific goals linked to facilities to support student learning. These plans were developed through a collaborative process before being recommended to the WKCCD BOT. The plans are available on the College website and are living documents that are used in many settings and College planning meetings.

A major component of the planning process is the Facilities Committee, which is made up of classified staff, faculty, and administrators. The Facilities Committee is responsible for reviewing requests for additional space needs for new programs, the development of new construction projects, and renovation initiatives. Within the framework of the Facilities Committee, smaller task forces are created to develop plans for individual projects. One example is the new Student Center. The task force working on the Student Center design consists of students from ASB, the dormitories, bookstore, cafeteria, maintenance, IT, and AP Architects representatives who help with the design and the

projected cost. ([IIIB.039](#))

The Facilities Committee working with AP Architects have developed a process to determine the Total Cost of Ownership (TCO) for the College. The process uses standards from the Facilities, Education, and Technology Master Plans. Each plan recognizes that facilities and equipment have a period of value for depreciation. As an example, a building may have a life expectancy of 50 years, with modernization every 25 years. Infrastructure heating and cooling systems, furniture, and fixtures may last 20 years and technology equipment in the facility may last four years, while personnel and utilities are an annual cost. With each new and future facility built, a TCO plan will be developed to provide the College with an estimated cost for long-term budget planning. ([IIIB.040](#))

Self Evaluation

Taft College meets this standard. The College uses the TCO to assess the long-term operational cost of College facilities. As an example, the Student Center TCO uses cost per square foot for the facility, planning, design, and equipment costs, yielding information on utilities and staffing costs for the project upon completion.

Requests submitted through the *MaintenanceDirect* program are entered into reports that detail cost and labor needs. These reports help inform planning of the Maintenance and Operations budget.

Actionable Improvement Plan

None.

IIIB2b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the

evaluation as the basis for improvement.

Descriptive Summary

Physical resource planning involves all levels of the Institution to ensure coordination with the EMP and program review process. The existing process provides input from all areas of the campus community. The annual program review process addresses short-range planning. Long-range planning is reflected in the FMP and the Technology Master Plan.

Originating at the department level, program leads consider the need for facilities utilization and modifications into their goals and objectives during their annual program review. From a strategic level, integration of the FMP, SAP, and EMP with resource allocation prioritization ensures continued improvement of physical resource planning, assessment, and evaluation.

Facilities planning uses the information from the EMP and program reviews to estimate costs for campus modifications and campus needs. State rankings for projects also play a key role in determining the order of facility projects on campus. Possible change: “The FMP incorporates the analysis of existing conditions including regional, local community, and campus conditions, as well as vehicular and pedestrian circulation. Other determining factors in developing a comprehensive FMP are the institutional needs as they pertain to FTES and WSCH, as well as available state funding. ([IIIB.015](#)) ([IIIB.050](#))

Guidelines for updating buildings include the condition of the building, energy efficiency, and space utilization. AP Architects produces a space utilization plan based on the state-recommended guidelines and presents it to the College so it can be included in future planning. (IIIB.005)

The Executive Vice President of Administrative Services assures compliance with laws related to the use of state funds to acquire and convert existing buildings. The plan includes the College's priorities in the required categories of repair or replacement of roofs, utilities (i.e., electrical, plumbing, telecommunications, etc.), mechanical equipment, facilities infrastructure (i.e., ceilings, doors, and hardware), and exterior infrastructure needs such as painting, sidewalks, and roads. ([IIIB.051](#))

Self Evaluation

Taft College meets this standard. The College conducts physical resource planning through an integrated planning process including the College mission, EMP, SAP, and FMP. Taft College systematically assesses the use of resources through program reviews, space and utilization reports, and campus safety evaluations.

The 2015 FMP was developed through a process using the 2014 EMP as a guide. The EMP facilities section was developed through the planning process utilizing data for current and future space. For example, the recommendation of future space needs includes the need for more property because the campus is landlocked. During the FMP development, a demolition and future site plan was developed. These plans identify the need for more land based on growth projections identified in the EMP. In addition, a land acquisition plan is in the process of being established as a result of an action item from the 2015 SAP to address future space needs. ([IIIB.052](#)) ([IIIB.053](#)) ([IIIB.054](#)) ([IIIB.055](#))

Actionable Improvement Plan

None.



The Taft College Academic Senate faculty discusses an important resolution pertaining to student success.

IIIC. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

IIIC1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Descriptive Summary

Technology is used extensively throughout the WKCCD. Technology provides a critical framework for the effective and efficient functioning of the District, including design and delivery of instructional programs and educational content; the delivery of services to students, faculty, and staff; effective administration of campus operations; communications with potential students, the community, and other educational partners. Given the essential role of technology at Taft College, the College assures that any technological support it provides is designed to meet the needs of learning, teaching, college wide communicating, and researching, as well as operational systems. ([IIIC.001](#))

Information Technology Services Department

The Taft College ITS Department provides support for technology infrastructure; instructional support; assistive technology; Management Information Systems (MIS) reporting; programming and database management; audio-visual and telephone services; and network support. In addition, ITS is responsible for security devices, electronic doors and badges, 400 desktop computers, 400 laptops, 300 iPads, 80 Virtual Desktop Infrastructure (VDI) systems, 110 printers, and classroom projection systems. ITS maintains the

campus software systems and the College's Banner Enterprise Resource Planning (ERP) system. ITS also provides recommendations for purchases of technology resources and maintains the College's website. ([IIIC.002](#))

Information Technology Services is organized into an Operations Unit and a Development Unit. The Operations Unit oversees the College's network and related systems and is staffed by one network administrator and two computer technicians. The Development Unit provides all programming and database administration as well as MIS reporting and web functions. The Development Unit is staffed by one senior programmer/database administrator, three programmers, one user support specialist, a webmaster, a secretary, and student workers. ([IIIC.003](#))

Taft College invests \$830,000 annually in IT resources including labor costs, equipment costs, and software licenses. In 2012-2013, the department recommended a computer replacement plan to upgrade outdated computers that was implemented in 2013-2014 with classroom computer replacement on a four-year cycle. The IT Department maintains an asset inventory list by location to ensure equipment is inventoried and tracked. ([IIIC.004](#)) ([IIIC.005](#))

To ensure the IT Department is responsive to the needs of faculty, students, and employees, the IT staff work closely with all campus entities. ([IIIC.006](#)) ([IIIC.007](#)) ([IIIC.008](#))

Information Technology Committee (ITC)

The ITC is a participatory governance committee that reports to the Taft College Governance Council. The role of the committee is to discuss and recommend projects, products, and procedures to enhance the quality of technology for students and faculty. Through its members, the committee provides a forum for input from all campus constituents and acts as a resource with regard to

technology planning and operational effectiveness. The committee receives input, recommends areas of interest, analyzes technology effectiveness, and makes recommendations regarding technology-related matters including campus technology training needs. ([IIIC.009](#)) ([IIIC.010](#)) ([IIIC.011](#))

The committee, which formally developed and affirmed its charter in 2014, is expanding its role while clarifying its responsibilities. Many of the recommendations from the ITC come from program review information, the Strategic Action Plan, and the Technology Master Plan. For example, the 2012-2017 Technology Master Plan includes 25 recommendations for improvements in the area of technology. As a reflection of its support for teaching and learning, the Coordinator of Distance Education and the Director of IT co-chair the ITC. ([IIIC.010](#)) ([IIIC.012](#)) ([IIIC.013](#))

Nearly 40 percent of Taft College's FTES are generated through distance education. The technology infrastructure to support the DL program is supported by the ITS Department and the Office of Distance Education. The Integrated Technology Support Technician participates in the Cougar Tracks Operations Committee (CTO) to allow communication of changes in the Enterprise Resource Planning system and development of customized Distance Learning Institute (DLI) student orientation pages created using data from the ERP system. The Integrated Technology Support Technician works with programming staff to customize faculty login shells for the ETUDES Learning Management System (LMS). ([IIIC.014](#))

The ETUDES LMS was adopted as the primary mode of delivery for online courses. Although the majority of the College's DL courses utilize ETUDES, some courses in the math and science areas use the Moodle LMS. At this time, the Integrated Technology Support Technician in the DL faculty support area has assumed the

responsibility of creating Moodle course shells for those instructors who utilize them in their online courses. ([IIIC.015](#)) ([IIIC.001](#))
Facilities Committee

Taft College's Facilities Committee provides faculty and staff opportunities to give input regarding technology. As new construction and modernization projects are developed, the Facilities Committee provides input on the technology planning needed to support these projects. For example, the Facilities Committee has provided support for extending the wireless system across campus and into the library commons area. As Taft College modernizes the campus with funding from Measure A bonds, the Facilities Committee has added electronic doors controlled by a centralized security system and introduced security cameras to the campus. ([IIIC.016](#))

Campus Safety and Security Committee

In addition, ITS also supports campus security and safety operations. As outlined in Board Policy 3500, the Board is committed to safe and secure District work and learning environments. The policy states that the Superintendent/President or designee shall establish a campus safety plan and ensure that it is posted or otherwise made available to students. Under the guidance of the VP of Student Services, a Campus Safety and Security Committee was established in 2014 consisting of faculty, staff, and administrators from across the campus. The Committee reports to the GC and identifies safety concerns and makes recommendations for improvement to campus safety. The Committee works with the campus police officer to develop and plan for emergencies. From the Technology Master Plan, the IT Department supports the campus camera system and electronic doors scheduling, and is a member of the Campus Safety Committee. ([IIIC.001](#)) ([IIIC.017](#))

Self Evaluation

Taft College meets this standard. Through the ITS Department, the College is appropriately staffed to provide technology support to an institution of its size and programs of instruction. Further, through its participatory governance and operational committees, the College ensures that the needs of learning, teaching, college wide communicating, and researching, as well as operational systems are met.

Actionable Improvement Plan

None.

IIIC1a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary

In 2012-2013, Taft College created its Technology Master Plan to guide planning over a five-year period. The plan addresses the needs of Instruction, Student Services, Administrative Services, and other operational areas of the College and is designed to enhance the operation and effectiveness of the institution. ([IIIC.001](#))

Technology infrastructure has been a key area of focus for facilities constructed or remodeled with Measure A funding. In the Science Modernization project, the server room was placed at the back of the building and conduits were installed to feed across the College campus for new construction. The upgrade to fiber optics across the campus provides higher data speeds. With the Technical Arts Modernization project, technology capabilities and services were enhanced through the implementation of smart classrooms and laptop carts to increase access to technology. The Remodel for

Efficiency project provided a large student commons area in the Library with furniture to support desktop computers and wireless access points for students to be able to sit in chairs and use portable devices such as laptops or iPads to surf the web. The electronic doors are scheduled for opening and closing; electronic tagging of materials provides theft prevention; and cameras were added to the remodel of the Library. ([IIIC.018](#))

Starting in 2010, the College was awarded three Department of Education Hispanic Serving Institution (HSI) grants to support initiatives in basic skills and educational pathways in engineering and STEM-related disciplines. With these funds, the College has enhanced the learning environment by developing a technology platform using iPads and laptops in science and math. The ITS Department supports these technology devices by advising on purchasing, establishing purchasing protocols and standards, receiving and inventorying the devices, and maintaining them to ensure effective operation and currency of software. ([IIIC.019](#)) ([IIIC.020](#)) ([IIIC.021](#))

In 2013-2014, the ITS Department completed its first classroom equipment replacement cycle as recommended in the Technology Master Plan. The ITS Department also replaced the aging blade server system with six new IBM 3650 M4 servers to improve overall technology functioning and to realize improved energy efficiency with the new technology. As a result of these changes, no requests or calls have been received by the ITS helpdesk of any Banner outage.

In 2007, the College implemented the Banner ERP system. Banner provides the backbone for ERP for Instruction, Student Services, and Administrative Services. The College uses Banner for all aspects of operations and the ITS Department provides Banner support through its programming and MIS staff.

When Banner was first being implemented, the College established an Implementation Oversight Committee (IOC) to help guide the implementation and development of the Banner project. The Taft College IOC was sponsored by the Superintendent/President and co-chaired by the Director of ITS. The committee's membership consisted of Vice Presidents of Instruction, Student Services, and Administration, along with team leads and representatives from IT. ([IIIC.022](#))

In 2013-2014, the IOC was restructured and the Cougar Tracks Operation Committee was formed. The CTO is made up of Banner user representatives to share information about Banner operational issues and to plan scheduled enhancements to the Banner system. The CTO Committee meets the first Thursday of every month and has established an annual schedule for Banner upgrades and training needs. ([IIIC.023](#)) ([IIIC.024](#))

Taft College has relied on Ellucian Management Consulting Services to provide external expertise and consulting support for Banner. For example, in 2012-2013 the College contracted with Ellucian to conduct a detailed review of its progress in implementing Banner Payroll. The ITS Department, along with the Administrative Services Department and the HR Department, participated in the review. As a result of the review, the College determined that moving forward with Banner payroll was not in the best interest of the College. ([IIIC.025](#)) ([IIIC.026](#))

More recently, the College contracted with Strata Information Group (SIG) for a review of the Banner Finance module. The ITS Department was instrumental in this review. As a result of this review, the ITS Department and the Director of Fiscal Services have implemented Banner Finance Release 8.6 and are on track to maintain currency with the Banner Finance module. ([IIIC.024](#)) ([IIIC.027](#))

The ITS Department has a member who participates on the College's Public Information Committee. In 2014-2015, this committee determined that the College website needed improvement. Later that year, the webmaster established a more streamlined layout and navigation protocol for the website. In March 2015, the committee recommended that the website be redesigned entirely. After reviewing proposals, the committee recommended JP Marketing to complete the redesign of the site, and the new website is scheduled to be completed in fall 2015. ([IIIC.009](#)) ([IIIC.028](#)) ([IIIC.029](#)) ([IIIC.030](#))

Self Evaluation

Taft College meets this standard. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the College. The ITS Department works collaboratively with all areas of the College to provide the technology infrastructure and support needed to enhance student learning and effective operation of the College. The ITS Department engages in planning with various college committees to ensure that new construction and modernization projects incorporate effective technology planning and implementation. The ITS Department participates in and leads the development of software projects and ongoing maintenance of existing software in collaboration with the College user community. The ITS Department supports the College's presence on the internet through the College webmaster with input and guidance from the Public Information Committee.

Actionable Improvement Plan

None.

IIIC1b. The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary

Taft College provides training and support for the effective use of the technology resources made available to faculty, staff, and students. This training occurs through college sponsored in-service programs, through specialized training for specific departments, and through regularly offered trainings for individual departments on campus.

As an example, in 2014, Taft College developed the Professional Development Center (PDC) in the library area as a meeting area for faculty to present and get trained in new technologies. Technology brown bag sessions are conducted monthly in the PDC and provide a way to highlight the use and application of various technology resources. Some of the topics covered in these brown bag sessions are:

- Faculty sharing about how they use technology in their classrooms, and the successes and challenges of technology in the classroom
- Applying for grant funding to support the purchase of technology equipment
- Using *Explain Everything* to create instructional videos and video feedback for students
- Using *Camtasia Relay* to create instructional videos and to add captions to those videos
- Using Dropbox for cloud storage
- Using student polling and student surveys in the classroom

([IIIC.031](#)) ([IIIC.032](#))

Extensive professional development on the use of technology is provided to the faculty and staff of the College at least once per year. These professional development opportunities are conducted typically as three-day workshops at the end of the academic year. Examples of topics covered in these three-day workshops include:

- Office 2010 training
- Using iPads in the classroom
- Creating instructional videos
- Flipped Learning
- ETUDES (LMS) training
- Using *Dreamweaver* and other resources to create webpages

([IIIC.033](#)) ([IIIC.034](#))

All end-of-year workshops require the participants to complete a product or a task based on the training received from that workshop. The workshop presenter and the Taft College Vice President of Instruction evaluate these products. Moreover, the participants complete an evaluation of the workshop they attended. These two data sources are used to assess the effectiveness of the workshops. ([IIIC.035](#)) ([IIIC.036](#)) ([IIIC.037](#))

In 2013-2014, the College hired an instructional technologist to provide ongoing technology-related instructional support to faculty. The instructional technologist provides support to specific individuals as well as small or large groups of faculty and is a member of the ITC. In these settings, the instructional technologist recommends programs needed for employee skill development and enrichment. The instructional technologist also participates in organizing presentations held in the PDC and provides informational articles and videos to faculty and staff on the new PDC website.

([IIIC.009](#)) ([IIIC.038](#)) ([IIIC.039](#)) ([IIIC.040](#))

All technology training opportunities are based on input from the faculty, staff, and administration of the College. Suggestions for training come from individuals, departments, and committees. An intentional effort to gather input from all College personnel is made through the distribution of annual professional development questionnaires that ask all College personnel to contribute their

suggestions for specific professional development needs, including technology-related professional development needs. ([IIIC.041](#))

For students with learning or accessibility needs, the College's High-Tech Center provides special software and equipment to enhance their learning experience. The lab is equipped with nine computers, a printer, a flatbed scanner, a closed-circuit television (CCTV), and a video phone for the deaf.

Assistive technologies include a text-to-speech reader, speech-to-text program, screen reader software, screen magnification system, note-taking apps, and CCTVs. Once a suitable assistive technology has been determined through discussion with the High-Tech Specialist, qualified students schedule an appointment to receive training. Training sessions can range from 30 minutes to an hour, depending on the assistive technology and on the student's familiarity with the program(s). Follow-up appointments are made to check in with students and to gauge their understanding and proficiency. Phone and paper surveys have also been utilized to assess whether students are satisfied with the technology they are using and their understanding of how to use it. ([IIIC.042](#)) ([IIIC.043](#))

The ITS Department also arranges for specialized training provided by vendors or consultants to meet the needs of specific departments. For example, in 2013-2014 there was a need for COGNOS report writing training. The ITS Department and the Office of Instruction, as well as the Institutional Assessment, Research and Planning (IAR&P) Office, worked together to identify a consulting firm qualified to conduct training. Programming staff attended a three-day workshop provided by an IBM representative. ([IIIB.044](#))

A tutoring tracking and scheduling software program called Tutor Tracs was implemented in spring 2015. The ITS Department coordinated with the Office of Instruction to implement the software and complete the training associated with it. ([IIIC.045](#))

ITS Department staff participate in statewide organizations including the California Community College Banner Group (3CBG). This organization provides a communication channel to Ellucian regarding use of Banner within the CCC system, as well as facilitating the development of a strong network of Banner users. The College staff also participates with CENIC DC-TAC, a state-supported program that provides California school and college infrastructure and access to the internet. The Taft College Director of IT is a Board member of the Chief Information System Officers Association (CISOA), a statewide organization to facilitate communication and professional development among IT professionals in the CCC system. ([IIIC.046](#)) ([IIIC.047](#)) ([IIIC.048](#))

Self Evaluation

Taft College meets this standard. Through the Staff Development Committee, the ITC, and the PDC led by the instructional technologist, the College plans, implements, and evaluates technology training for faculty and staff. The High-Tech Center also provides training and assistive technology for students with physical, intellectual, and learning disabilities. The ITS Department coordinates technology training for specific departments who are implementing or using specialized software such as Degree Works, Tutor Tracs, and/or COGNOS. The Office of Distance Learning and the ITS Department also work together to support training and infrastructure for the effective implementation of DL.

The IT staff participates in professional development through statewide organizations and external training opportunities.

Actionable Improvement Plan

None.

IIIC1c. The institution systematically plans, acquires, maintains,

and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary

Over the years, Taft College has systematically improved technological capabilities and stability to ensure that technology effectively supports instruction, student services, and operations. The Institution has planned, acquired, and upgraded its technology to meet current needs. In addition to maintaining a large volume of computers across the campus, the institution's networks, servers, and other infrastructure are kept up to date. ([IIIC.001](#))

Several major changes have been planned and implemented since the last self evaluation in 2009. Banner has been fully implemented across the campus. Additional features such as online registration, wait listing, financial aid, student access to grades through Cougar Tracks, making online payments, and online access to unofficial transcripts have improved the student experience at Taft College and strengthened the College business practices, resulting in more efficiency at meeting institutional needs. ([IIIC.049](#)) ([IIIC.050](#))

Over the past six years, the institution also expanded its wireless network to the entire campus; upgraded the server room with new wiring, patch panels, server racks, and industrial cooling capacity; improved back-up power; acquired a core switch; reconfigured the network architecture to increase efficiency; expanded the e-mail archiving system; and upgraded the firewalls. These improvements have helped promote a more reliable technology system to meet institutional needs. ([IIIC.051](#))

The WKCCD BOT's technology goal states, "Continue to strengthen Board knowledge of and ability to monitor the costs and benefits of technology". The ITS Department is charged with managing its budget, recommending equipment for purchase, and creating a plan

of action to replace classroom equipment to benefit the students and institution using guidance from the Technology Master Plan and overall EMP. ([IIIC.052](#))

The classroom equipment replacement plan is evidence of the College's commitment to systematically plan, acquire, maintain, and upgrade or replace technology infrastructure and equipment to meet institutional needs. The plan included a recommendation to establish an equipment replacement cycle to ensure that new equipment was being regularly incorporated in the classrooms at Taft College. ([IIIC.053](#))

This recommendation in the Technology Master Plan was incorporated into the ITS Department's annual program review and program goals. Through the College's participatory governance process, this goal and the resources needed to achieve it were included in the list of program review requests in 2013-2014. Through the resource allocation process, this goal and resource request was ranked and ultimately recommended to the Superintendent/President for consideration for funding. Fortunately, the state has started investing in instructional equipment funding, providing a source of funds for this request. ([IIIC.054](#)) ([IIIC.055](#))

Another source of information to systematically plan for technology and equipment is the Taft College Service Requests (TCSR) work order system. This system provides data about technology issues, maintenance needs, and equipment failures. It is useful in tracking age, configuration and model of College computers, and components. ([IIIC.056](#))

In 2014, the College initiated an Institutional Effectiveness Survey that gathered data about College departments and programs. The ITS Department was included in the survey with questions on web access and wireless and technology accessibility.

The survey indicated an 81.3 percent positive rating for the technology provided for presentations and sharing of information. The survey also indicated that 81 percent of respondents either agreed or strongly agreed that wireless accessibility across campus met institutional needs. The IT Department received an 89 percent positive rating for the accessibility of web resources. ([IIIC.057](#))

Self Evaluation

Taft College meets this standard. Through the annual program review process and other institution-level plans, the College systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs. The Taft College Service Request work order system provides important data regarding aging of equipment, recurrent technology problems, and equipment maintenance/replacement needs. The Institutional Effectiveness Survey is another source of data important to planning for technology.

Actionable Improvement Plan

None.

IIIC1d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary

The use of technology has become more pervasive on campus and is vital to Taft College operations. Faculty and staff are encouraged to explore innovative technology and to suggest potential enhancements that would lead to improvement in the quality of instruction, enhancement of the student learning experience, increased efficiency in College operations, and/or maximization of

the productivity of employees. The 2012-2017 Technology Master Plan reflects input from across the campus including instruction, student services, and administrative services. ([IIIC.001](#))

Taft College maintains sufficient technology across all offices, instructional classrooms, and labs and throughout a variety of student support areas. Smart classrooms provide faculty with an instructor's workstation, LCD projector, DVD, speakers, and internet access. Smart classrooms enable teachers to employ various teaching methodologies and to enhance instruction with PowerPoint presentations, web-based content, video, and audio. Student and instructional resources include:

- Four hundred ten computers in 14 instructional lab classrooms.
- One hundred twenty computers and 170 iPads in student support areas such as the Disability Resource Center, Tutoring Center, and Learning Center (LC).
- Twenty-seven smart classrooms that are equipped with an instructor computer station, projector, wall-mounted screen, and VCR/DVD player.
- Eight mobile computer carts that are located in specific classrooms to meet instructional needs.
- Internet access in all classrooms and Wi-Fi access throughout the campus.
- A fully equipped High-Tech Center provided through the Disability Resource Center as previously described in Standard IIIC1b.

Faculty and staff resources include:

- Desktop computers and assigned laptop computers (in some cases)
- Secure remote access to applications and files through CISCO Secure AnyConnect VPN

- Access to networked printers and copiers
- Help Desk response

Software applications acquired and/or supported by the Institution include:

- Comprehensive student and employee information management, portal based web services, and communication tools (Banner)
- Online access to registration functions, schedule of classes, unofficial transcripts, and other student services (Banner)
- Digital imaging system (Laserfiche)
- Scheduling software used to track counseling appointments and interactions (SARSGrid)
- Student ID card and attendance tracking system
- Accounting system integrated with the County Office of Education
- Online admission application (CCCAApply)
- Online course management systems (ETUDES and MOODLE)
- Curriculum management system (CMS)
- Automated library system (World Management Systems)
- Productivity software (Microsoft Office)
- Report Writer (COGNOS)

The DL Department utilizes the College's resources such as the ERP system to manage the student enrollment in off-site classes by uploading account information to the College's hosted web portal known as ETUDES. The information is automated and provides our staff the opportunity to manage and review data and provide students with local support of coursework.

During the 2013-2014 AY, Taft College offered 311 online DL courses. ETUDES, the College's primary LMS, is used for 99.4 percent of online course offerings. The Etudes LMS is hosted off-site and has proven to be extremely reliable. The remaining online

courses (0.6 percent) use MOODLE as the LMS. MOODLE is hosted on-site. MOODLE is used for math and science courses that create customized sites for their students. The DL department is now using an Apple iPad statistics application created for the Apple store by Taft College faculty. This statistics program is used by the students in the applicable course and provides Taft College students the unique use of Apple iPads. ([IIIC.058](#))

Self Evaluation

Taft College meets this standard. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Actionable Improvement Plan

None.

IIIC2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary

Technology planning is integrated with institutional planning in two ways. The ITS Department participates in the annual program review process that includes an analysis of data relating to prior year goals, establishment of goals for the future, and a projection of costs relating to those goals. All department annual program review goals are nested under an institutional SAP goal. The annual program review process provides the ITS Department with the opportunity to specify infrastructure that needs to be updated or replaced. ([IIIC.059](#)) ([IIIC.054](#))

The ITS Department works with other departments on campus to provide information related to technology as part of their program review. These goals and resource requests are prioritized and ultimately recommended to the Superintendent/President for consideration in resource allocation decisions. ([IIIC.054](#))

From the broader perspective, all planning at Taft College begins with the College Mission Statement. The Mission Statement is the foundation for all planning. The College revised its Mission Statement and created a new EMP in 2014 that lays out the vision for the College for the next ten years and provides broad recommendations for the future. The EMP recommendations are the foundation for the goals in the SAP that was approved by the WKCCD BOT in January 2015. ([IIIC.014](#)) ([IIIC.060](#)) ([IIIC.061](#))

These plans help to guide the Technology Master Plan and the strategic direction for technology at Taft College. All plans are integrated and relate back to the mission of the College. ([IIIC.062](#))

Taft College uses the Community College Survey of Student Engagement (CCSSE) to gather data about students' perceptions of the College. The CCSSE report provides feedback about the students' technology experiences at Taft College. The 2012 CCSSE data indicated students were very positive about technical support to the classrooms and in the computer labs. The report also showed that Taft College students frequently used technology services as compared to the average for small colleges and that students indicated higher satisfaction with technology than other small colleges. ([IIIC.063](#)) ([IIIC.064](#))

As previously mentioned in Standard IIIC1c, the ITS Department uses the work order system known as TCSR to monitor the needs of classroom and staff. The system provides reports on the amount of equipment in use at Taft College and provides other reports on supplies and resource needs submitted by staff and faculty. Several

custom reports have been created for evaluating the age and quality of classroom equipment. In 2013-2014, the ITS Department reviewed the needs of classrooms that held the oldest equipment and the greatest failures and shared the data with the ITC. The committee recognized that classrooms with missing or failed equipment negatively impacts teaching and learning. Faculty time for teaching is already limited and losing time due to equipment issues needed to be avoided. ([IIIC.065](#))

Example Figure of Information provided from TCSR

Recorded From 01-Jul-2012 To 01-Jul-2013

Priority	Opened Before	Opened	Closed	Left Open On
	01-Jul-2012	In Period	In Period	01-Jul-2013
Do It Now	0	53	53	0
Event Setup Request	0	6	6	0
Critical	0	7	6	1
High	0	167	160	7
Medium	65	1274	1255	84
Low	2	5	4	3
Long Term	0	1	0	1

Self Evaluation

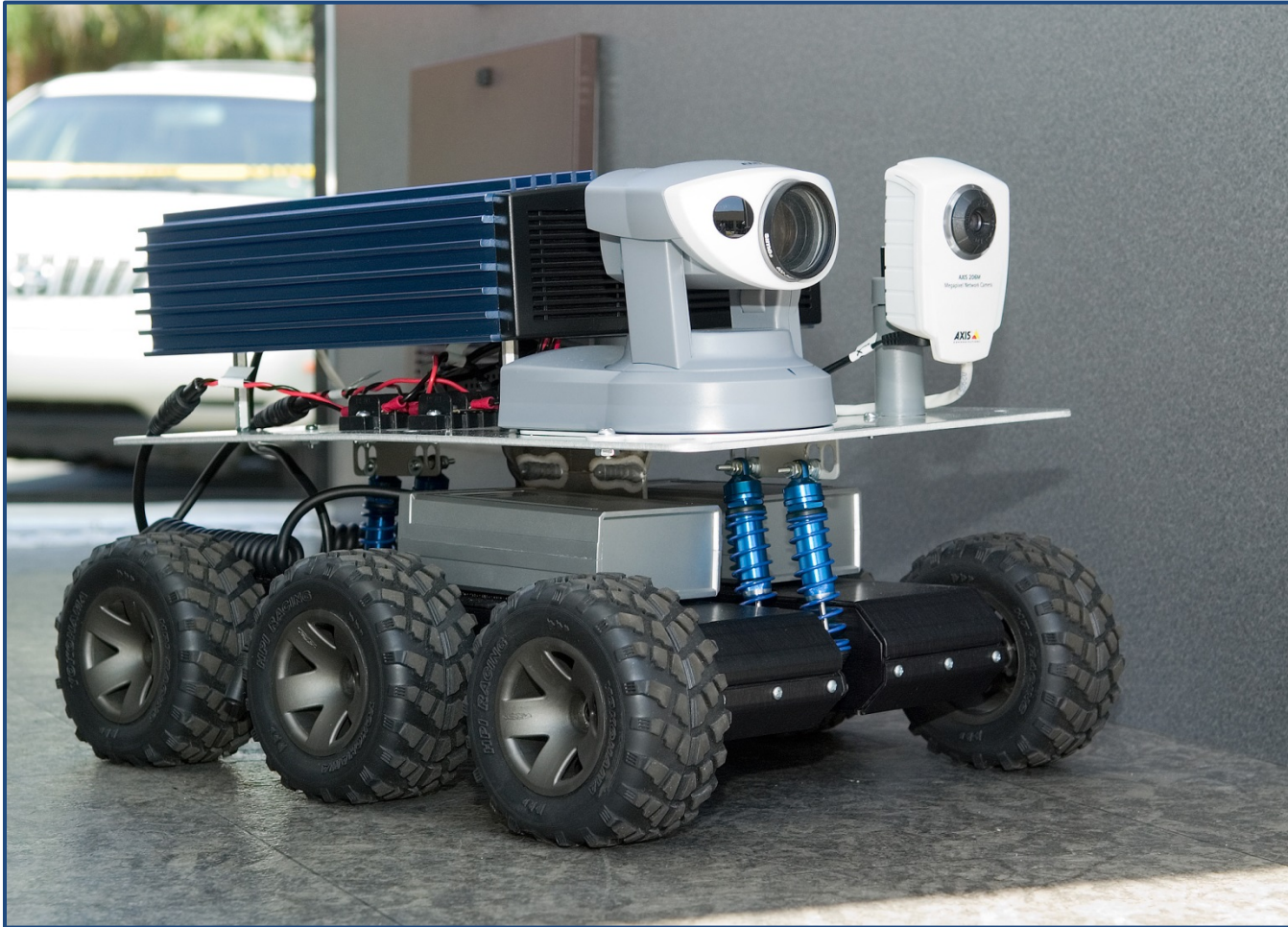
Taft College meets this standard. The College's Integrated Planning Model is centered on the mission of the College. All plans are based on the EMP. The Technology Master Plan was developed to provide a five-year view of the technology needs and priorities of the College. It reflects the mission of the College and supports effective teaching, learning, and organizational processes.

The annual program review process provides the opportunity to review data, measure progress, and establish new goals. It links resource allocation decision making with planning. The ITS Department and all other Taft College departments participate in the program review process. Program review is a fundamental component in the Taft College IPM. Not only does the ITS

Department complete an annual program review plan, it also assists other departments in addressing technology needs within their annual program review as well.

Actionable Improvement Plan

None.



Robotics is an engaging part of Taft College's STEM outreach program to primary and secondary school children.

IIID. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resource planning is integrated with institutional planning at both college and district/system levels in multi-college systems.

IIID1. The institution's mission and goals are the foundation for financial planning.

Descriptive Summary

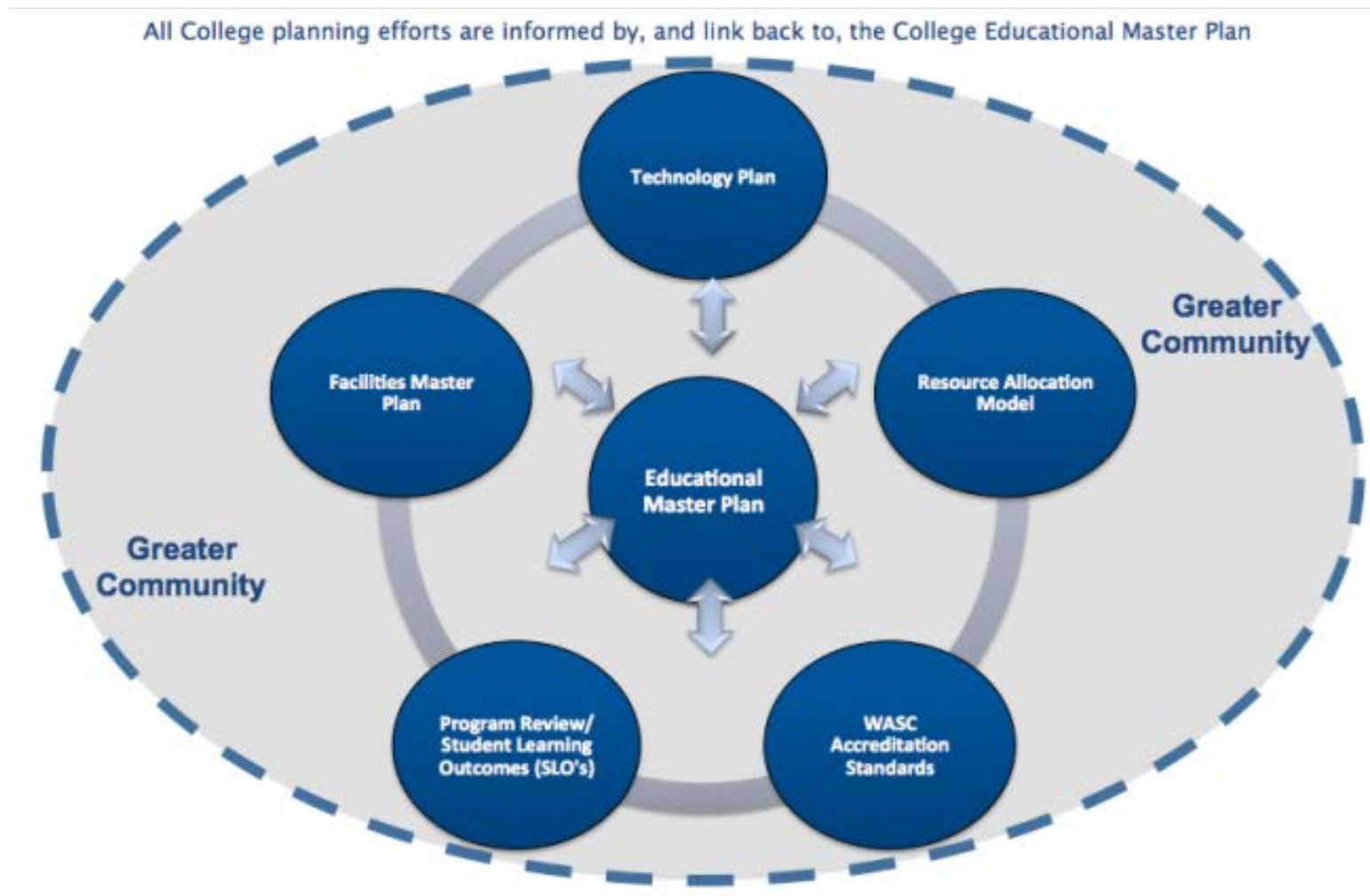
Through its Board policies and established procedures, Taft College ensures that its mission and goals are the foundation for financial planning. Board Policy 6200 *Budget Preparation* states, "The annual budget shall support the District's master and educational plans."

Further, AP 6200 states, "Budget development must support the District's philosophy of integrating budget planning with all institutional plans." ([IIID.001](#)) ([IIID.002](#))

The September 2014-2015 Board approved budget's unrestricted expenditures were at \$21,580,155, the restricted fund budget was at \$7,308,619, and enterprise and special funds were budgeted at \$6,021,923, contributing to a total budget of \$34,910,697. ([IIID.003](#))

Some additional budget augmentations during the year that support educational improvements included for the Student Success and Support Program (SSSP) from \$506,046 to \$1,067,406, and the Disabled Students Programs and Services (DSPS) from \$275,829 to \$298,254. An additional program funded categorically through the state directly related to student success was an allocation of \$200,000 for student equity. ([IIID.004](#))

Taft College's Mission, Vision, and Values are the starting point for integrated planning at Taft College. These statements provide the philosophical underpinning for the development of a long-range EMP. The EMP reflects the data within its internal and external environmental scans and follows the Accrediting Commission of Community and Junior College (ACCJC) standards. The EMP's ultimate purpose is to improve student learning and success. This is the foundation for other long-range master plans including the College's FMP and Technology Master Plan, and is the central reference point for the SAP program plans and reviews, SLOs, and resource allocation. All College planning efforts are informed by and link back to the College EMP as demonstrated in the following chart. ([IIID.005](#)) ([IIID.006](#)) ([IIID.007](#)) ([IIID.008](#)) ([IIID.009](#)) ([IIID.010](#))



Taft College's current SAP created in alignment with the EMP identifies goals for the College through 2018 and the objectives to reach those goals. ([IIID.010](#)) ([IIID.006](#))

Each program bases its requests for staffing and budget resources on its plans and SLOs, developed within the context of the College's EMP and SAP. In turn, the individual programs provide ideas and

suggestions for the larger College plans in an ongoing cycle. All annual program plans, which are compiled in one document, are reviewed and updated each academic year. The integrated planning process is interactive: it travels from the College as a whole to specific programs, and then back to the College as a whole. ([IIID.011](#)) ([IIID.012](#)) ([IIID.013](#))

Self Evaluation

Taft College meets this standard. The College ensures its mission and goals are the foundation for financial planning and are integrated with and support all institutional planning. The BOT receives annual financial updates that inform its oversight of the College's financial management.

Actionable Improvement Plan

None.

IIID1a. Financial planning is integrated with and supports all institutional planning.

Descriptive Summary

In 2014-2015, the College created a new three-year SAP to support the EMP. The SAP provides direction for future financial planning based on the College's strategic goals. There are implications for financial resource planning in specific College plans including the Technology Master Plan, the FMP, the Student Equity Plan (SEP), and the SSSP. ([IIID.010](#)) ([IIID.006](#)) ([IIID.009](#)) ([IIID.008](#)) ([IIID.014](#)) ([IIID.015](#))

A cornerstone of the College's institutional planning is program review, which is a self-study conducted annually by every program and department, both instructional and non-instructional, to assess program effectiveness and resource requirements. Each program must address how its functions align with the mission and goals of the College and evaluate outcome measures to assess their

relevancy and effectiveness. The electronically submitted program goal forms provide the mechanism for departments to link SLOs from program review to resource requests. ([IIID.012](#))

Resource requests include faculty (classified and management positions) facilities, and non-personnel requests. Each resource request is linked to one or more of the College's strategic goal areas. Program goals are submitted to the Strategic Planning Committee (SPC) no later than the end of March, at which time program goals within those plans requiring resources are prioritized by Division Chairs and Vice Presidents. The program goals are split into three streams: (1) faculty personnel requests are ranked by the Academic Senate; (2) classified personnel requests are ranked by the Classified Staffing Committee; and (3) non-personnel requests are scored by the GC. The Budget Committee (BC) then receives the non-personnel program goals and aligns each with potential funding sources. The prioritized requests, cost-data, and potential funding sources are then forwarded to the Superintendent/President and the Board for consideration in making funding and implementation decisions.

Each year, the District develops budget assumptions based on what is known about external and internal factors effecting revenues and expenditures, utilizing state budget news, and apportionment estimates. External factors include changes in FTES funding caps, health benefit changes, required pension contributions, and other state funding. Internal factors include collective bargaining agreements, staffing changes, and approved recommendations from program reviews that are then integrated into the budget and published in the tentative and adopted budget documents.

Connecting Program Review to Planning and Budget



Self Evaluation

Taft College meets this standard. The program review process that leads to prioritized requests for resource allocation is comprehensive and inclusive. The GC measures prioritized requests against the College’s mission and goals to ensure that financial

planning is integrated with institutional planning. The BOT receives budget updates monthly as part of financial reports as well as quarterly 311Q reports. (IIID.016) (IIID.017)

Actionable Improvement Plan

None.

IIID1b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary

Institutional planning at the College emphasizes the realistic assessment of availability of financial resources and of expenditure requirements. Institutional planning is most effective when the GC, SPC, BC, and other planning committees understand the direction of the College, the strategic goals of the College, and the department goals related to and supportive of the goals of the College. All planning committees are responsible for sharing information with their constituent groups to ensure this common understanding.

A core component is the projected number of funded FTES and CCCCCO allocation models for unrestricted general funds. Additionally, expenditures over time, miscellaneous local revenues, grants and their long-term availability, partnerships with industry and the Taft College Foundation, and economic environmental changes are all reviewed for current amounts and changes over time to assess their potential impact on institutional planning.

Taft College pursues additional financial resources through grant opportunities. In 2010, Taft College was awarded \$1,345,090 from the U.S. Department of Education for a five-year HSI grant to increase student achievement in the developmental skills sequence and to transform institutional practices needed for student success. In 2011, the College received two additional HSI grants to develop a pathway for students' degree and transfer attainment in STEM fields and to develop an engineering program. ([IIID.018](#))

The Taft College Foundation was formally established as a 501(c)(3) in 2002, although the College has long fostered relationships with the community to advance its mission. The Taft College Foundation is dedicated to supporting student success through fundraising and development of community relationships. The Foundation aligns its fundraising efforts with the College's institutional priorities. In the 2013-2014 AY, the Foundation raised \$1,007,427 to support educational excellence at Taft College. ([IIID.018](#))([IIID.019](#))

The tentative and adopted revenue budget is established using a conservative state budget revenue estimate for the College. The College develops its budget based on the various expenditure requirements established by the CCCCCO, categorical program monitors, and other regulations such as the 50 Percent Law and the Full time Faculty Obligation Number (FON). ([IIID.020](#)) ([IIID.021](#))

Self Evaluation

Taft College meets this standard. The College's planning is realistic and conservative in its assessments of financial resources. The College is active in developing appropriate resources through growth, community education, and grants. The College has historically taken a conservative approach when developing revenue and expenditure projections with respect to the budget, an approach that has provided financial protection during challenging economic times.

Actionable Improvement Plan

None.

IIID1c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future

obligations.

Descriptive Summary

The level of the College's financial resources and the College's prudent and conservative financial practices provide a reasonable expectation of both short-term and long-term financial solvency. The CCCCO has identified a desired reserve in the general fund of at least five percent. The Taft College BOT has adopted a reserve policy to maintain total general fund reserves at a minimum of 12 percent. For the 2013-2014 AY, the College's general fund balance met both state and local Board policy minimum targets with a total general fund reserve balance of 17.4 percent. ([IIID.022](#))

Resolution 2008-2009-14 authorized the creation of the Retirement Board of Authority (RBOA) and the Futuris Public Investment Trust to manage actuarially determined funds set aside for Other Post-Employment Retirement Benefits (OPEB). Taft College determines the annual contribution based on an actuarial study, and the RBOA recommend the contribution along with allocation instructions to the Benefit Trust Company (BTC) in a timely manner in accordance with Trust provisions and applicable state or federal regulations. ([IIID.023](#)) ([IIID.024](#))

Periodic meetings of the RBOA are held for the purpose of reviewing investment performance and compliance with Investment Policy Statement guidelines. The RBOA conducts an annual review and analysis of any modifications to the Investment Policy Statement through meetings with the investment manager and trustees, as applicable. ([IIID.025](#)) ([IIID.026](#))

Self Evaluation

Taft College meets this standard. The College adheres to a conservative approach when establishing budgets through practices

including formula-driven allocations, planning for debt obligations, and maintaining a reserve policy greater than the CCCCO recommended reserve level. This conservative approach has allowed the College to remain fiscally stable in spite of uncertainties associated with state funding levels from year to year.

Actionable Improvement Plan

None.

IIID1d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary

Taft College has a prescribed budget development process, utilizing a timeline that shows the various steps involved in the annual budgeting and planning process. The Institution as a whole participates in the budgeting and planning process through program review and participatory governance. Meetings of the BC, GC, and the BOT ensure transparency in this process. ([IIID.002](#)) ([IIID.027](#)) ([IIID.028](#)) ([IIID.029](#)) ([IIID.030](#))

The budget cycle timeline is as follows:

November	Budget calendar is submitted to Board of Trustees as an information item.
	Governance Council reviews proposed annual budget calendar.
January	Governor of California releases proposed Budget for FY subsequent year.

	<p>Superintendent/President evaluates position requests based on recommendations.</p> <p>February</p> <p>Fall semester apportionment attendance report submitted with census information. Use results for enrollment planning.</p> <p>Governance Council, Academic Senate, and Classified Unit rank resource requests from program reviews.</p> <p>Budget assumptions made and preliminary revenue allocations established and presented to Governance Council.</p> <p>Preliminary budget allocations submitted to Vice Presidents. All labor assumptions are finalized for next fiscal year.</p> <p>Budget account managers work with faculty and staff to identify budget needs and priorities based on program review and resource allocation ranking process.</p> <p>Budget Committee identifies possible funding sources for resource allocation.</p> <p>Human Resources distributes step and column changes for all employees to budget account managers as necessary.</p> <p>March</p> <p>Budget augmentation requests, reductions, and adjustments are due to Vice Presidents from budget account managers.</p> <p>Vice Presidents submit budget augmentation requests, reductions, and adjustments to Superintendent/President.</p> <p>April</p> <p>Spring semester: Second period Apportionment Attendance Report CCCFS-320 submitted with census information. Use results for enrollment planning.</p> <p>May</p> <p>HR provides statutory costs and health costs to budget account managers.</p>	<p>Governor releases the May revise. Budget assumptions and preliminary revenue allocations revised as necessary and communicated to Governance Council.</p> <p>Budget assumptions and preliminary revenue allocations revised as necessary, per the May 15 revised state budget, and communicated to Governance Council.</p> <p>Superintendent/President reviews resource requests and includes funded requests for tentative budget.</p> <p>June</p> <p>Tentative budget presented to WKCCD Board of Trustees for approval. Chancellor’s Office releases second principal apportionment. Budget assumptions and preliminary revenue allocations revised as necessary.</p> <p>August</p> <p>GC reviews what resource requests were funded the previous year.</p> <p>September</p> <p>Public hearing/adoption of final budget.</p> <p>Governance Council reviews Final Budget.</p>
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Self Evaluation

Taft College meets this standard. The College has established and followed its guidelines and processes for financial planning and budget development with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Actionable Improvement Plan

None.

IIID2. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control

structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

IIID2a. Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Descriptive Summary

Each year the Superintendent/President presents to the Board a budget prepared in accordance with Title V and the California Community Colleges (CCC) Budget and Accounting Manual (BAM). The budget is based on institutional planning in support of student learning. To ensure the highest level of credibility and accuracy, board approval is required for changes between major expenditure classifications. Transfers from the reserve for contingencies to any expenditure classification must be approved by a two-thirds vote of the members of the Board. Transfers between expenditure classifications must be approved by a majority vote of the members of the Board. ([IIID.031](#))

The budget developed and implemented through this process supports student learning programs and services. Budget adjustments are made as allocations are posted by the CCCCO. Specific programs submit timely state reports with local match requirements. The annual audit includes reviews of individual programs as required. ([IIID.004](#)) ([IIID.022](#))

On an annual basis, a submission of all financial documents is reviewed for audit by an external, independent accounting firm. The audit report, along with any findings, is presented to the Board at a public meeting. The College records the recommended audit

adjustments by its external auditors as part of the annual reconciliation process. ([IIID.032](#)) ([IIID.033](#)) ([IIID.034](#))

Self Evaluation

Taft College meets this standard. The College continually evaluates its planning, budgeting and resource allocation processes to ensure the continued effectiveness of its financial planning and management. The approved budgets, audit reports, and other financial documents are posted on the College website. ([IIID.035](#))

IIID2b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary

Taft College receives communications from its external auditors regarding any audit findings prior to the issuance of the financial statements and the independent auditor's report each fiscal year. This allows the College to respond and develop a corrective action plan prior to the completion of the auditor's field work. The College's corrective plan of action, that includes a timeline of implementation, is included in the auditor's report. The independent auditor reviews and assesses the prior year's audit findings for confirmation of implementation of the corrective action plan(s) by the College. An example is a recommendation from the 2013 audit to record all activity and accounts into the Banner Finance System. Bank accounts, ASB accounts, and debt service funds have been implemented into the Banner Finance System. The College communicates the responses to any audit finding by including a response in the annual audit that is made public when posted to the Taft College website. A hard copy of the annual audit is also available in the Taft College Library as well as upon request from the Director of Fiscal Services. ([IIID.022](#))

Self Evaluation

Taft College meets this standard. All audit findings received from the external auditors are addressed in a comprehensive, timely manner and communicated appropriately.

Actionable Improvement Plan

None.

IIID2c. Appropriate financial information is provided throughout the institution in a timely manner.

Descriptive Summary

Taft College provides financial information through a variety of methods. The BOT receives the tentative budget by June and adopts the final budget by September. The Board approves any subsequent revisions to the budget as information is made available by the CCCCCO. The BOT is presented with a comprehensive College budget periodically throughout the year by the Superintendent/President, Executive Vice President of Administrative Services/Chief Financial Officer (CFO) or the Director of Fiscal Services. ([IIID.002](#)) ([IIID.004](#))

College budget managers receive an expenditure report on a monthly basis. The report provides the year-to-date expenditures for each budget as well as the percentage of expended amounts against the budgeted amount (actual vs. budget). The report is developed for each department using the COGNOS writing tool. In addition, COGNOS allows for various reports to be run by the ITS Department upon requests from departments, such as audit data for the Business Office. Budget managers and their designees also have the ability to run reports on an as-needed basis. ([IIID.036](#))

The Taft BC, a participatory governance committee that reports to the GC, meets monthly during the academic year to discuss and review the financial circumstances of the College. This includes issues such as budget projections, reserves, the funding of institutional priorities, compliance with the 50 Percent Law, the FON, the current budget status, the impacts of grant institutionalization and future grants, capital construction program planning and budgets, and other emergent fiscal issues. Further, this committee ensures the College's financial resources are connected to institutional planning and the mission of the College. ([IIID.022](#))

The Superintendent/President and the senior leadership team also provide an annual update at the Fall Welcome Breakfast and the Spring All College meetings. These updates include information regarding the College's budget and statewide developments that influence the College. ([IIID.037](#))

In 2012-2013, the College implemented an annual report to the community that was distributed both on and off campus. The report provides an update on College developments and includes information about the College's revenues, expenditures, and other financial information. ([IIID.038](#))

Self Evaluation

Taft College meets this standard. Financial information is provided to the College community through a variety of methods. Timely reporting provides opportunities for analysis and action if necessary and current financial information pertaining to specific departments is available online.

Actionable Improvement Plan

None.

IIID2d. All financial resources, including short and long term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Descriptive Summary

The Superintendent/President is responsible for ensuring the funds of the College that are not required for the immediate needs of the College are invested. Investments shall be in accordance with the law, including California Government Code Sections 53600, et seq. The College currently holds one Certificate of Participation (COP) with a total value of \$27,445,000. All payments have been made on a timely basis. The COP supported long-term capital improvements for the College. The College also uses Tax Revenue Anticipation Notes (TRANS) to meet its short term borrowing needs to maintain solvency from July to December for apportionment dollars from property taxes. ([IIID.039](#))([IIID.022](#)) ([IIID.040](#))

The Taft College Foundation is a 501(c)(3) nonprofit organization that works closely with the College to support the College mission and provides the community with the opportunity to invest in the development of quality educational opportunities. As a nonprofit organization, a board of directors governs the Foundation. The foundation is the primary fundraising entity for the College, and all College fundraising is coordinated through the Foundation. The College provides reports to the Foundation to confirm appropriate use of funds. An independent annual audit of the Foundation is conducted in conjunction with the College's annual audit. ([IIID.041](#))

Taft College has been successful in securing grant funds in recent years. To ensure grants align with the College's strategic goals and objectives, staff wishing to submit a grant application must first present an internal overview for review to the College GC for

approval. Once approved, instructional grants are administered through the Office of the Dean of Instruction - Grants to ensure the grant funds are applied in a manner consistent with the grant application. Grants that are focused on Student Services, such as the Federal TRIO (TRIO) grant, are supervised by the Vice President of Student Services. The College's annual independent audit includes an audit of all grant revenues and restricted funds. The District's Proposition 10, Children's Dental Health Network, receives a program specific audit report that includes related statements of grant revenues, expenditures incurred, and changes in fund balance for the year. ([IIID.022](#)) ([IIID.042](#)) ([IIID.043](#))

In 2004, the voters in the WKCCD approved a \$39,000,000 General Obligation Bond. Bond oversight is provided by the Measure A Citizens' Bond Oversight Committee. This committee meets on a quarterly basis. During these meetings, the committee reviews expenditures and the external audits of the College's bond program to verify the expenditure of the funds are consistent with the bond measure's stated purpose. ([IIID.044](#)) ([IIID.045](#)) ([IIID.046](#)) ([IIID.047](#))

Self Evaluation

Taft College meets this standard. The annual audit process includes all sources of funds including the Foundation, grants, and contracts with external agencies. The College consistently earns an unmodified opinion through these annual audits. The external audit report includes revenues from all sources. The Taft College Foundation financial information is also presented in the external audit report. A separate audit is conducted annually on the Measure A funds. This audit includes a financial review and a performance review. The audit report is presented to the BOT and is also shared with the Measure A Oversight Committee. The Dental Hygiene grant through First 5 Kern undergoes an annual program-specific audit and has consistently received a positive audit report.

Actionable Improvement Plan

None.

IIID2e. The institution's internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Descriptive Summary

The Business Office provides guidance and oversight of the College's internal control processes. Board policies 6200, 6250, and 6300 and APs 6200 and 6250 have been established to ensure effective and efficient operations, reliability of financial reporting, and compliance with applicable laws and regulations. Managers are responsible for appropriate controls that apply to transactions in their areas of responsibility. Departmental controls provide the segregation of duties, record retention protocols, supervision of operations, physical safeguards, and appropriate security clearances. Internal control activities are evaluated and modified on an ongoing basis. The control process for approving purchase orders is set up by the Director of Fiscal Services based on each department. In order to meet audit recommendations, the approval process includes two endorsers. After the purchase order is created, it is approved by the supervisor in charge of the budget and the Vice President supervising the area. If the expense is over a set amount then it is routed to the Executive Vice President of Administrative Services for approval. ([IIID.048](#)) ([IIID.031](#)) ([IIID.049](#)) ([IIID.001](#)) ([IIID.050](#))

Self Evaluation

Taft College meets this standard. Internal controls have been implemented and are evaluated periodically. Both the validity and effectiveness of control activities are assessed and the results of the

assessment are utilized to drive process improvements that are then implemented. The 2012-2013 audit resulted in an unqualified opinion. ([IIID.022](#))

Actionable Improvement Plan

None.

IIID3. The institution has policies and procedures to ensure sound financial practices and financial stability.

IIID3a. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

The preparation of the budget is based on the Governor's revenue projections and forecasted operational expenses. Property taxes are the primary revenue source for the College. While property taxes are paid twice a year in December and April, expenses and payroll must be paid throughout the year. Tax Revenue Anticipation Notes (TRANS) have been utilized by the College over the past few years to meet these needs. Since 2001, the College has participated in the CCLC TRANS program and all obligations have been met throughout the program. ([IIID.040](#))

The WKCCD exercises a historically conservative fiscal policy by maintaining a healthy general unrestricted reserve. The fund balance for FY 2013-2014 was \$3,747,456 or 17.4 percent. This number exceeds state requirements and ensures that expenditures and expenses were funded in a timely manner while maintaining a positive view among vendors and the community regarding the College's fiscal stability. Through the governance process, the

College faculty and staff worked together during the downturn of the economy using several strategies including a soft hiring freeze and renegotiation of the health benefit plans, as well as utilizing greater efficiencies to serve students despite fewer sections. In addition, the College worked with the CCCCO for a Small College Waiver to minimize budget cuts.

Self Evaluation

Taft College meets this standard. Each year the College builds into the adopted budget contingency funds for unexpected occurrences. For FY 2014-2015, the College built in a 1.5 percent general unrestricted fund contingency for unforeseen expenses. Taft College's Board and Superintendent/President have worked diligently to ensure there is a sufficient reserve fund balance as a financial buffer during economically stressful times. The GC, bargaining units, administration, and BOT use risk management techniques to assess and predict possible consequences and design and implement contingencies to ensure institutional viability during turbulent times.

Actionable Improvement Plan

None.

IIID3b. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary

The Taft College administrative organizational structure provides effective oversight of the college finances including financial aid,

grants, externally funded programs, investments, and the Foundation.

The Financial Aid department is part of the Student Services area, led by the Vice President of Student Services. The Financial Aid Director reports directly to the Vice President of Student Services and provides direction to the financial aid staff. The department consists of technicians who manage files and reviews them for eligibility. Banner's financial aid module is used to administer and reconcile financial aid provided to students each year. The Financial Aid Director draws funds down from the U.S. Department of Education. The funds are then deposited with the cashier's office and reconciled with the Business Office. The Business Office Manager then disburses funds to students. This process ensures separation of duties necessary to effective internal control. Annual audits ensure that the processes are effective, while annual program reviews evaluate internal performance and opportunities for improvement. ([IIID.051](#))

Externally funded programs receive oversight from the individual departments under those programs. Transition to Independent Living (TIL) is an externally funded, self-supporting program and contracts with regional centers that provide funding for clients who are accepted into the TIL program. The funds are received via direct deposit and reconciled monthly by the Business Services Department. The funds are credited to the appropriate county account via electronic funds transferring. At the end of each fiscal year, the TIL staff and Business Services Department perform an analysis and reconciliation of TIL funds. ([IIID.052](#)) ([IIID.025](#))

The Taft College Foundation has processes in place to ensure effective internal control of its funds. Internal processes have been established with designated purchasing limits and financial oversight by the executive director, the College

Superintendent/President, the Foundation Board Executive Committee, and the foundation Board of Directors. ([IIID.019](#))

The Taft College Foundation has established an investment policy with oversight provided by the Finance/Investment Committee comprised by Foundation Board members and UBS Financial Advisors. The Committee reviews the performance of the Foundation investments and reports progress to the Foundation Board that meets on a quarterly basis. Financial statements are prepared by the Business Services Department and presented to the Board by the Executive Vice President of Administrative Services or specified designee. Recommendations and suggestions are discussed and reviewed.

With the passing of the Measure A bond, a Citizen's Oversight Committee was established in accordance with applicable laws and regulations. Committee members are selected by the WKCCD BOT to serve as an independent oversight committee to inform and advise the public regarding the expenditure of bond revenues. The committee meets on a quarterly basis. As required by law, an annual financial and performance audit is conducted. The results of the audit and the Oversight Committee annual report is presented to the BOT. ([IIID.047](#)) ([IIID.041](#))

Self Evaluation

Taft College meets this standard.

Actionable Improvement Plan

None.

IIID3c. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB),

compensated absences, and other employee obligations.

Descriptive Summary

Taft College plans for and allocates resources to meet its obligations including the TRAns, OPEB, compensated absences, and other employee obligations.

Taft College sets aside funds as required for the repayment of the TRAns. Payments are made in two equal installments. The College sets aside the first installment in January and the second installment in April by having the funds transferred to an impound fund. ([IIID.040](#))

Taft College's annual OPEB cost (expense) is calculated based on the Annual Required Contribution (ARC) of the employer, an amount actuarially determined in accordance with the payments of the Governmental Accounting Standards Board (GASB) Statement No. 45. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal costs each year and amortize any Unfunded Actuarial Accrued Liabilities (UAAL) over a period not to exceed 30 years. The College has funded the ARC since February 2010. In 2014-2015, the College budgeted \$1,358,580 of which \$563,580 was designated to the Irrevocable Trust. ([IIID.047](#))

Compensated absences such as accumulated unpaid vacation benefits are accrued as a liability as the benefits are earned. The amounts are recorded in the fund from which the employees, who have the accumulated leave, are paid.

Sick leave is accumulated for each employee based upon negotiated contracts. Leave with pay is provided when employees are absent for health reasons; however, the employees do not gain a vested right to accumulated sick leave. Employees are never paid for any sick leave balance at termination of employment or any other time.

Therefore, the value of accumulated sick leave is not recognized as a liability in the College's financial statements. Retirement credit for unused sick leave is applicable to all District employees and is determined by dividing the number of unused sick days by the number of base service days required to complete the last school year, if employed full-time. ([IIID.048](#))

Self Evaluation

Taft College meets this standard. The College plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The College has elected to fund the OPEB liability from the general fund with the pay-as-you-go method. This method provides assurance of meeting the GASB 45 requirements.

Actionable Improvement Plan

None.

IIID3d. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.

Descriptive Summary

Every two years the College contracts with an actuarial firm to analyze liabilities for retiree benefits. The study provides the financial analysis necessary to allow the College to manage the costs and future liabilities associated with its retiree benefits and to comply with GASB 43 and 45 regulations related to OPEB. The College provides postemployment healthcare benefits for retired employees in accordance with negotiated contracts with various bargaining units of the College. The College Plan (the Plan) is a single-employer-defined benefit healthcare plan administered by the College. For FY 2014-2015, membership of the Plan consisted of

75 retirees. The funding policy for the OPEB obligation is established by the Taft College BOT. The required contribution is based on the projected pay-as-you-go financing requirements with an additional amount to prefund benefits as determined annually through agreements between the College and its bargaining units. ([IIID.053](#)) ([IIID.054](#))

Self Evaluation

Taft College meets this standard. A study is conducted every two years to reassess its OPEB liabilities and is presented to the RBOA to provide the necessary oversight and ensure current and future OPEB obligations are met by the College.

Actionable Improvement Plan

None.

IIID3e. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Descriptive Summary

In March of 2004, voters within the WKCCD approved Measure A, a \$39.8 million General Obligation (GO) Bond. Proceeds from the sale of bonds are used to acquire, construct, and modernize College facilities. GO Bonds are loans taken out by public agencies and repaid from an *ad valorem* (according to value) tax on property throughout the agency's boundaries. Under Proposition 39, there are tax rate limitations and bond oversight requirements imposed on districts. For community colleges, bonds can only be issued if projected tax rates will not exceed \$25 per \$100,000 of assessed value. All bonds from Measure A were issued by the College

between 2004 and 2007 using a combination of current interest and capital appreciation bonds to maintain tax rates of \$23 per \$100,000 of assessed value, as promised to the voters. The College issued the bonds for the \$39.8 million authorization in three series – Series 2004A, Series 2006B, and Series 2007C. Additionally, in 2005 the College refinanced the outstanding Series 2004A bonds and obtained approximately \$2 million in additional proceeds. ([IIID.055](#))

Taft College has one outstanding COP issued in 2008. The College began making interest payments on this COP in November 2011, with a subsequent interest payment in May 2012 totaling approximately \$1.5 million for the 2011-2012 fiscal year. The College made its first principal payment in November 2012 that, when combined with interest due, totaled \$1.5 million. An additional \$750,000 paid in May 2013 totaled \$2.2 million for the fiscal year 2012-2013. Detailed information can be found in the College audited financial statements. During the spring of 2015, the College planned to refund the GO Bonds and the COPs. Estimates for savings to the local tax payers for the GO Bonds are approximately \$2,000,000. Estimates for savings to the District on an annual basis for the COPs are approximately \$300,000 per year. ([IIID.056](#))

Taft College receives a majority of its apportionment funding from property tax revenues with cash funding received primarily in December and April of each year. The College receives TRAns to smooth cash flow deficiencies that result from uneven patterns of revenue and level expenditure disbursements. ([IIID.040](#))

Debt servicing schedules and obligations are known and incorporated in the annual budget development of the College. The College's fiscally-conservative annual and long-range financial planning has consistently resulted in the College meeting repayment of debt instrument obligations.

Self Evaluation

Taft College meets this standard. The College properly assesses and allocates resources for the repayment of locally incurred debt.

Actionable Improvement Plan

None.

IIID3f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

Descriptive Summary

Taft College does not participate in any kind of student loan program.

Self Evaluation

None.

Actionable Improvement Plan

None.

IIID3g. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary

The BOT establishes the Board policies of the Institution. The Board delegates to the Superintendent/President the authority to enter

into contracts on behalf of the College in support of its mission and to establish administrative procedures for contract awards and management. The College enters into contracts within the context of advancing its mission and supporting student learning.

Contracts are not enforceable obligations until they are approved or ratified by the Board and are regulated by sections of the Education Code and Public Contracts Code. Taft College has an inclusive and collegial process for reviewing and updating the mission and vision of the College. The Superintendent/President and the BOT have final review and authority to ensure that contractual agreements are aligned with the mission and goals of the College. ([IIID.057](#)) ([IIID.058](#)) ([IIID.059](#))

Self Evaluation

Taft College meets this standard. The extensive review process required prior to contract execution ensures that contractual agreements support the mission and goals of the College. Board Policy 6340 stipulates that contracts are not enforceable obligations until ratified by the BOT. All fully-executed contracts are kept on file in the Administrative Services Office and in electronic format.

Actionable Improvement Plan

None.

IIID3h. The institution regularly evaluates its financial management practices and results of the evaluation are used to improve internal control structures.

Descriptive Summary

The Business Office provides guidance and oversight of the College's internal control process. Board Policy 6300 established that the

College's fiscal management keeps in accordance with the principles in Title V, Section 58311. Financial practices have been established to ensure effective and efficient operations, reliable financial reporting, and compliance with applicable laws and regulations. ([IIID.050](#))

The annual program review process provides the opportunity to evaluate financial management practices and improve internal control structures. ([IIID.011](#))

Taft College evaluates its management practices using internal and external experts as needed. In spring 2013, the College engaged with Ellucian to conduct a review of the College's use of the Banner Finance module. As part of the evaluation process, the consulting agreement provided on-site interviews and data collection across the organization. The project resulted in a list of recommendations to strengthen the College's internal control processes and use of Banner. The College has evaluated these recommendations and implemented a number of them since 2013. This evaluation and improvement process has resulted in a reduction of recommendations in the annual external audit. ([IIID.060](#))

Self Evaluation

Taft College meets this standard. With the annual program review and audits by external auditors, the College maintains an ongoing process of review, assessment, evaluation, and revision to its financial management practices.

Actionable Improvement Plan

None.

IIID4. Financial resource planning is integrated with institutional planning. The institution systematically assesses the

effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.

Descriptive Summary

Taft College has adopted an integrated planning model that links all planning to the mission and values of the College. The EMP and subsequent SAP provide the structure for future financial resource planning. All plans include a financial resource component to ensure that the resources needed to achieve the plan are identified.

At the program level, the program review process is the mechanism for identifying program goals and the resources needed to achieve them. The program review process includes assessment of the effective use of financial resources using student outcome and student achievement data for instructional programs and student contact data for student support programs.

Goals established through the program review process must demonstrate a link with the SAP goal(s). Through the annual program review process, the College systematically assesses the effective use of financial resources and uses this information as the basis for improvement.

As an example, resource requests generated through the annual program reviews were prioritized solely by the GC. Upon evaluation

and discussion, the College recognized that significant stakeholder groups were excluded from the prioritization process. The GC changed the process to improve the opportunity for participation by the stakeholders most impacted by the resource allocation requests. This change has strengthened financial resource planning and effectiveness at the College.

Other improvements include adjustments to the budget development timeline. The BC evaluated the financial resource planning process and recognized that the results of the process needed to be communicated more effectively across the campus. In fall 2015, a new report will be implemented to broadly communicate resource planning decisions to all stakeholders through the GC. ([IIID.061](#)) ([IIID.062](#))

The Taft College year-by-year integrated planning timeline is shown in the diagram on the following page.

Self Evaluation

Taft College meets this standard.

Actionable Improvement Plan

None.

Integrated Planning Model Process 2014-15 to 2019-20		2014-15 Year 1	2015-16 Year 2	2016-17 Year 3	2017-18 Year 4	2018-19 Year 5	2019-20 Year 6
Integrated Cyclical Process	Educational Master Plan & Strategic Plan (10 Year)	Review Vision, Mission, and Goals; Strategic Plan	Collect & Monitor Outcome Data	Collect & Monitor Outcome Data	Collect & Monitor Outcome Data	Collect & Monitor Outcome Data	5 & 10 Year Review EMP, Mission & Strategic Plan
	Program Review (1 & 6 Year)	Annual Update	Comprehensive Review	Annual Update	Annual Update	Annual Update	Annual Update
	Course SLO & Program SLO Assessment (1 Year)	Annual Assessment	Annual Assessment	Annual Assessment	Annual Assessment	Annual Assessment	Annual Assessment
	Resource Allocation (1 Year)	Resource Allocation	Resource Allocation	Resource Allocation	Resource Allocation	Resource Allocation	Resource Allocation
	Institutional SLO Assessment (6 Year)	Phase I: Evaluate	Phase I: Global Awareness	Phase I: Critical Thinking	Phase I: Communication	Phase I: Quantitative Analysis	Phase I: Discipline Content
	Curriculum Review (5 Year)	5 Year Update	5 Year Update	5 Year Update	5 Year Update	5 Year Update	5 Year Update
	Accreditation (6 Year)	Self Evaluation 2 nd Year	Site Visit	Follow Up	Follow Up	Midterm Report	Self Evaluation 1 st Year

Evidence: Standard III**Standard IIIA**

- III.A.001 [Board Policy 7120](#)
- III.A.002 [Board Policy 7210](#)
- III.A.003 [Board Policy 7230](#)
- III.A.004 [Board Policy 7240](#)
- III.A.005 [Board Policy 7250](#)
- III.A.006 [Board Policy 7260](#)
- III.A.007 [IT Job Announcement](#)
- III.A.008 [Taft College Human Resources Job Link on the Web](#)
- III.A.009 [Human Resources Classified and Management New Position Procedure](#)
- III.A.010 [CSEA Webpage](#)
- III.A.011 [Classified Bargaining Agreement/Contract](#)
- III.A.012 [Mission, Vision and Values](#)
- III.A.013 [Sample Job Announcements](#)
- III.A.014 [Selection Committee Composition](#) Page 11
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- III.A.017 [Role Play Activity for Non-Teaching Faculty](#)
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- III.A.020 HR Credential Checking Process – Available in HR Office
- III.A.021 [Administrative Procedures](#)
- III.A.022 [Evidence showing adjunct faculty hiring process](#) Page 14
- III.A.023 [WESTEC Agreement with Taft College](#)
- III.A.024 [FTES from WESTEC Page 2 Section 4a](#)
- III.A.025 [Example Improvement Work Plan](#)
- III.A.026 [Faculty Handbook](#)
- III.A.027 [CBA](#)
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- III.A.031 [Management Terms and Agreement](#)
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- III.A.038 [Division and Departmental Correspondence - Examples](#)
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- III.A.040 [Faculty Contract Non-Teaching Faculty Evaluation Process and Procedure](#)
- III.A.041 [Non-Teaching Adjunct Lecturer Evaluation Process and Procedure](#)
- III.A.042 [Contract Teaching Faculty Evaluation Process and Procedure](#)
- III.A.043 [Teaching Adjunct Lecturer Process and Procedure](#)
- III.A.044 [Faculty Contract Procedure Item J](#)
- III.A.045 [Contract Non-Teach Faculty Self Evaluation Program 3NT](#)
- III.A.046 [Strategic Action Plan](#)
- III.A.047 [SLO Coordinator Job Description](#)
- III.A.048 [Learning Outcomes Technician Job Description](#)
- III.A.049 [eLumen Website-Login information to be provided](#)
- III.A.050 [eLumen Program Review Report-Example](#)
- III.A.051 [Board Policy 3050](#)
- III.A.052 [Board Policy 3720](#)
- III.A.053 [Board Policy 6335](#)
- III.A.054 [Academic Senate Minutes –Spring 2014](#)
- III.A.055 [Board Training/Workshop-12-10-14](#)
- III.A.056 [Board Policy 2710](#)
- III.A.057 [Board Policy 2715](#)
- III.A.058 [Board Policy 2716](#)
- III.A.059 [Board Policy 2717](#)
- III.A.060 [Academic Senate Minutes – Spring 2010](#)
- III.A.061 [Board Agenda – Approval of BP 3050](#)
- III.A.062 [Mid-Term Report 2012](#)
- III.A.063 [50 Percent Law](#)
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- IIIA.069 [Governance Guide](#)
 IIIA.070 [Administrative Procedure 2410](#)
 IIIA.071 [Community College League of California Policy and Procedure Subscription](#)
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 IIIB.002 [Accident & Injury Report Forms](#)
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 IIIB.004 [Property & Liability Inspection Report](#)
 IIIB.005 Annual Space Inventories (Hard copy available in Admin Svcs Office)
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- IIIB.023 [Strategic Action Plan](#)
- IIIB.024 [Technology Master Plan \(2012-2017\)](#)
- IIIB.025 [WESTEC Facility - minutes from meeting at WESTEC](#)
- IIIB.026 [Bookstore Website](#)
- IIIB.027 [Beard Family Trust Lease Agreement](#)
- IIIB.028 [DSA Inspector Contract](#)
- IIIB.029 [M&O Program Review](#)
- IIIB.030 [Vehicle Maintenance Agreement \(TCSD\)](#)
- IIIB.031 Lock-down procedures for Campus – *Confidential* Located in the VP of Student Services Office
- IIIB.032 [Schedule Maintenance & Prop 39 Master Schedule](#)
- IIIB.033 [Space Needs Analysis page from EMP Page 68](#)
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- IIIB.056 Campus Violence Prevention and Emergency Response Guides – Only Available in Hard Copy

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- IIIC.002 [IT Website](#)
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- IIIC.004 [2013-2014 Budget](#)
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- IIIC.006 [ITS Helpdesk file](#)
- IIIC.007 [Institutional Effectiveness survey results](#)
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 IIID.005 [BP 1200 – District Mission and Vision](#)
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 IIID.007 [Accreditation Statement](#)
 IIID.008 [Facilities Master Plan](#)
 IIID.010 [Technology Master Plan](#)
 IIID.011 [Program Review How To Guide](#)
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 IIID.025 [Retirement Board of Authority Charter – Responsibilities](#)
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- IIID.028 [Board Minutes – 14-15 Budget Development Calendar](#)
- IIID.029 [Board Minutes – Budget Study Session](#)
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- IIID.031 [BP 6250 Budget Management](#)
- IIID.032 [Annual Financial Report 13-14](#)
- IIID.033 [WKCCD Special Meeting \(1.21.15\)](#)
- IIID.034 [BP 6400 Audits](#)
- IIID.035 [TC Webpage to access Budget, Audit and other financial documents](#)
- IIID.036 [Monthly Cognos Financial Report](#)
- IIID.037 [Annual In-Service Breakfast-Budget Update](#)
- IIID.038 [Report to the Community](#)
- IIID.039 [Certificates of Participation Documentation](#)
- IIID.040 [TRAN Resolution 2013-14 #17](#)
- IIID.041 [Taft College Foundation Financial Report](#)
- IIID.042 [Grant Award Notification](#)
- IIID.043 [Prop 10 Audit \(copy in Admin Services Office\)](#)
- IIID.044 [Measure A Audit Report](#)
- IIID.045 [GO Bond Audit Report \(12-13\)](#)
- IIID.046 [COC Minutes and Financials](#)
- IIID.047 [BP 6740 Citizens Oversight Committee](#)
- IIID.048 [13-14 Outstanding Vacation Sick Leave Balance Report](#)
- IIID.049 [BP 6200 – Budget Preparation](#)
- IIID.050 [BP 6300 Fiscal Management](#)
- IIID.051 [AP 6250 – Budget Management](#)
- IIID.052 [Financial Aid Program Review](#)
- IIID.053 [2015 WKCCD Actuarial Study of Retiree Health Liabilities](#)
- IIID.054 [Annual Required Contribution \(ARC\)](#)
- IIID.055 [Measure A Website](#)
- IIID.056 [Board Memo, Agenda, Minutes Related to GO Bond and COPs](#)
- IIID.057 [BP 6340 Contracts](#)
- IIID.058 [Public Contract Code Section 20650 -20662](#)
- IIID.059 [Agreement Examples](#)
- IIID.060 [Ellucian Contracts](#)
- IIID.061 [Resource Requests Prioritization](#)
- IIID.062 [Governance Council Minutes 10-11 and 12-13](#)



Taft College's Women's Volleyball team scores against Porterville College!



Standard IV

Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IVA. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IVA1. *Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.*

Descriptive Summary

Taft College encourages leadership at all levels and strives to embody a culture of empowerment, innovation, and institutional excellence. The College values developed in 2010 encompass innovation, diversity, creativity, and critical thinking. In 2014, the College engaged in a campus wide process to reexamine its Mission Statement which includes components on vision, mission, and values. These same values of innovation, diversity, creativity, and critical thinking were reaffirmed through that process. ([IVA.001](#)) ([IVA.002](#)) ([IVA.003](#))

These values, along with others in the Taft College values portion of the Mission Statement, provide the foundation for a culture that embraces innovation and empowerment.

The primary vehicle for developing institutional empowerment, innovation, and excellence is the Taft College Governance Council (GC). This group represents constituents from all campus stakeholders including faculty, classified staff, administrative staff, and students. The Superintendent/President and the President of the Academic Senate co-chair the GC and take recommendations from constituents to set agendas.

The GC consists of the following voting members:

Administration (4)

- Superintendent/President
- Vice President, Instruction
- Vice President, Student Services
- Executive Vice President, Administrative Services

Academic Senate (6)

- Academic Senate President
- Division Chair, Applied Technologies or designee
- Division Chair, Liberal Arts or designee
- Division Chair, Learning Support or designee
- Division Chair, Math and Sciences or designee
- Division Chair, Social Sciences or designee

Management (1)

- Human Resources Director

Classified (4)

- CSEA President
- Three others selected by CSEA

Associated Student Body (ASB) (1)

- Selected by ASB

[\(IVA.004\)](#)

The GC charter was created in 2010 and emphasizes the importance of integrity, leadership, and ethical behavior. The charter also states that all committee members should lead by example, encourage

others, and be enthusiastic in matters pertaining to the committee. [\(IVA.005\)](#)

The GC charter requires an annual evaluation of how well the committee is meeting its charter requirements. The 2013 GC self-evaluation indicated a need to improve the way in which employees can submit agenda items to the GC. As a result of this, in 2014 the GC engaged in dialogue to refine the process for individuals to identify topics of interest to the GC. The charter was modified to clarify how members of the campus community suggest ideas to improve practices, programs, and services to representatives on the GC. This change was approved on May 9, 2014. [\(IVA.006\)](#) [\(IVA.007\)](#)

The GC retreat in spring 2014 is an example of how the College culture supports innovation and empowerment. The retreat focused specifically on the “Student Journey to Success.” Using the *Completion by Design* model for student success, GC member teams analyzed data and engaged in small group discussions on four momentum points in a student’s experience at Taft College. The teams identified barriers to success and developed over 35 recommendations for improvement. These ideas were further prioritized and linked to broader Student Success Task Force recommendations. Those ideas with the highest priorities were then submitted to the Taft College Student Success Committee as input for the Student Success Plan (SSP). [\(IVA.008\)](#) [\(IVA.009\)](#) [\(IVA.010\)](#)

A second example of how the College encourages innovation can be found in the program review process. Through the annual program review, employees are encouraged to evaluate data and recommend strategies to improve student learning. Ideas for improvement are included in the program review document. Activities that require resources are ranked by the GC (nonpersonnel items), by the Academic Senate (faculty positions), or the Classified Staffing Committee (classified positions). The GC’s

Budget Committee (BC) helps identify possible sources of funding for these requests including district funds, grant funds, or innovative fundraising efforts through the Taft College Foundation. Resource allocation decisions are reflected in the College's annual budget.

([IVA.011](#)) ([IVA.012](#))

The development of the College's 2014-2024 Educational Master Plan (EMP) is a third example of the College's culture of empowerment, innovation, and institutional excellence.

The EMP Committee was formed to help guide the development of the EMP. The committee was composed of members of faculty, classified staff, classified management, and educational administrators. With the assistance of the Collaborative Brain Trust (CBT) consulting firm, Taft College developed a comprehensive EMP that sets the direction for Taft College for the next ten years. The project was reviewed and supported by the GC in September 2013. In November 2013, an online survey was administered to the campus community to receive input from as many of the Taft College staff as possible. The survey responses were transmitted directly to the CBT consultants, who returned to the campus in December 2013 to conduct interviews with representative groups of faculty, staff, the community, students, and the Board of Trustees (BOT). In February 2014, the EMP Steering Committee participated in an all-day planning retreat with the CBT consultants to develop the first draft of the Plan. In March 2013, the Steering Committee presented this draft to the College community and encouraged discussion and feedback. The draft of the planning assumptions, needs, and recommendations was available for review and feedback at a Taft College internal website for three weeks. The draft of the EMP was presented to the GC members in May 2014 and was approved by the GC on May 9, 2014. The plan received approval from the West Kern Community College District (WKCCD) Board in June 2014. ([IVA.013](#)) ([IVA.014](#)) ([IVA.015](#))

Faculty

Faculty members at Taft College exercise their voices through various channels. One channel is through divisions and Division Chairs. The divisions at Taft College include the Applied Technologies Division, the Liberal Arts Division, the Mathematics and Sciences Division, the Learning Support Division, and the Social Science Division. At division meetings, faculty members can bring up an issue for further discussion by the division members. Division Chairs meet on a bimonthly basis with the Vice President of Instruction and Academic Senate President to relate concerns and/or ideas to the administration. The faculty also express themselves through the Academic Senate and the Taft College Faculty Association, whose presidents meet regularly with the College Superintendent/President. In addition, the faculty collective bargaining unit meets with representatives from administration and management in the Taft College Faculty Collective Bargaining Committee (TCFCBC). Faculty members can also express themselves to the BOT at their monthly meetings during a standing agenda item open to anyone. ([IVA.016](#)) ([IVA.017](#)) ([IVA.018](#)) (IVA.019)

Administration

The Taft College administration, composed of a Superintendent/President, Executive Vice President of Administrative Services (revised July 2013--previously Vice President of Administrative Services), Vice President of Instruction, Vice President of Student Services, and a Dean of Instruction-Grants, the latter being a revised position and title (previously it was an Associate Dean of Instruction - this position was filled in October of 2013), has gone through a great deal of change since the College's last accreditation reaffirmation in fall 2009. In March of 2008, after serving as the Interim Superintendent/President for eight months, William Duncan was hired as the Superintendent/President and held the position

until June of 2011. From June of 2011 until May of 2012, Dr. Richard Giese served as Interim Superintendent/President until May 2012, when Dr. Dena Maloney was hired.

The current administration has embraced the concept of participatory governance in planning as spelled out in Board Policy (BP) 3250. In fall 2014, the College contracted with consultants to aid in the development of a Strategic Action Plan (SAP). Working with the Academic Senate, the classified staff, and the Strategic Planning Committee of the GC, the College formed a SAP Steering Committee charged with overseeing the development of the plan. Following the EMP recommendations, this committee facilitated the process of identifying what Taft College expected to accomplish in the next three years in regards to five goal categories, which included establishing measurable outcomes, specifying actions and timelines, and identifying persons ultimately responsible for completing those actions. ([IVA.020](#)) ([IVA.021](#))

There has been discussion on the meaning and application of participative governance. There are those who believe in the literal meaning of the term and there are those who do not, especially when it involves personnel matters. In fall 2014, the GC supported the creation of a Taft College Governance Guide Task Force to draft a guide regarding the governance structure and processes at Taft College. The Task Force met throughout the fall semester and created a draft guide that was reviewed by the Academic Senate, the California School Employees Association (CSEA) unit, the management group, and the Associated Student Body (ASB). The guide was presented to the BOT as an information item in March 2015. It was subsequently posted on the College website and will be reviewed annually by the GC for any needed improvements or updates. ([IVA.022](#)) ([IVA.023](#)) ([IVA.024](#))

Students

Title V of the California Code of Regulations established the right of students to have the opportunity to participate effectively in College governance. Taft College students have an elected student governing body called the ASB. BP 2015 details the eligibility requirements and processes for selection of the Student Trustee. Student representatives serve on the Curriculum and General Education Committee, GC, Financial Aid Committee, Citizens' Oversight Committee, Student Success Committee, Access Committee, Campus Safety and Security Committee, and Facilities Committee. ([IVA.025](#)) ([IVA.026](#))

Classified Staff

Taft College classified staff is represented by the CSEA Chapter in collective bargaining. Unlike some of the larger community colleges, there is not a classified senate at Taft College. The classified staff is represented on several committees including Admissions and Attendance, Community Scholarship, Counseling, Facilities, Financial Aid, Graduation, Information Technology (IT), GC, Staff Development, and various ad hoc committees. The classified staff has also formed a committee specifically charged with prioritizing classified position requests resulting from annual program review updates. These prioritized requests are subsequently submitted to the Superintendent/President as part of the resource allocation process. ([IVA.012](#))

Management

Management, as a constituent group, does not have a collective bargaining unit to represent it. Managers are selected based on an open and competitive selection process. The College expects all managers to exercise exemplary leadership in supervising their

areas. The GC charter allocates one member from the management group to represent this class of employees in the governance decisions made by the Council. Managers also serve on ad hoc committees as appropriate.

Self Evaluation

Taft College meets this standard. The College's culture rests on the values of teaching excellence, integrity, ethical behavior, and innovation. Leadership at all levels encourages the engagement and participation of staff in recommending ideas to improve student learning and institutional effectiveness. Taft College leaders strive to create a culture and a systematic process of participatory governance so that all individuals can participate in improving student learning and organizational effectiveness. Through the governance structures and processes established at Taft College, all employees are encouraged to engage in discussion, planning, implementation, and evaluation to achieve the mission of the College and realize its values.

Actionable Improvement Plan

None.

IVA2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IVA2a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and

budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary

Governance and decision making within the WKCCD is grounded in the belief that all college constituents are committed to working collaboratively in the best interests of students. All members of the College community share a common vision for student success, which is the primary goal for the College. ([IVA.022](#)) ([IVA.001](#))

The governance processes at Taft College are designed in accordance with Assembly Bill 1725 and reflect the commitment to the value of collegial consultation. As defined in BP 2510, the Board is the ultimate decision maker in those areas assigned to it by state and federal laws and regulations. However, the Board is committed to ensuring that members of the District participate in developing recommended policies for Board action. In this regard, BP 2510 defines the participatory roles of the Academic Senate, staff, and students. Administrative Procedure (AP) 2510 outlines in further detail the process for participation in local decision making. ([IVA.027](#)) ([IVA.028](#))

Details on the specific governance principles and structures and roles of constituent groups are also detailed in the *Taft College Governance Guide*.

Governance Council

The GC is the primary body for participative governance at Taft College. The GC accomplishes its work through six committees: Strategic Planning Committee, Budget Committee, Campus Safety

and Security Committee, the Access Committee, the Student Success Committee, and the Information Technology Committee (ITC). These committees make recommendations, provide information, and serve as resources for the GC, which approves/does not approve the recommendations and forwards their recommendations to the Superintendent/President. Recommendations requiring Board approval are advanced to the WKCCD BOT. ([IVA.022](#))

The GC Charter is the written document that established its purpose and guides its actions. As part of the cycle of continuous improvement, the GC annually evaluates its progress in relation to its charter. The most recent annual review of the GC took place at the end of the spring 2014 semester. In this evaluation, GC members participated in an online survey titled "Governance Council Effectiveness Evaluation." The results of this survey were reviewed by the GC on August 12, 2014. ([IVA.005](#)) ([IVA.006](#))

There was a lot of discussion as to the interpretation of the results, and it was concluded that the GC is effectively achieving its purpose as specified in its charter but there was always room for improvement, especially relating to how well the committee communicates with the campus. The questions in the survey were derived directly from the charter of the committee, which included one question on how well the GC was communicating with its constituents. The results indicated that the GC could do a better job in this respect. Consequently, actions were taken to better disseminate the agendas and minutes of the GC meetings, including distribution of minutes by Division Chairs to their appropriate divisions. ([IVA.029](#))

In 2014, additional GC committees were created to focus on the issues of campus safety, student success, and access. Final consensus on the Access and Student Success Committee charters

was reached by the GC on April 11, 2014. As suggested by the names of the committees, the Student Success Committee focuses on issues pertaining to student success with the singular goal of increasing student success, and the Student Access Committee (SAC) focuses primarily on issues related to equity of opportunity in access to higher education at Taft College. The SAC is co-chaired by the Vice President of Instruction and the Academic Senate appointee. The Access Committee membership consists of a minimum of five members. The Student Success Committee membership is chaired by the Vice President of Student Services and has membership consisting of the Assistant Director of Admissions and Records, Coordinator of Counseling/Student Success, Coordinator of Distance Learning, Dean of Instruction-Grants, Learning Support Division (LSD) Chair, the Research Analyst, and representatives appointed by the Academic Senate, CSEA, and ASB. ([IVA.030](#)) ([IVA.031](#))

Faculty

The main vehicle for the faculty of Taft College to exercise their voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise is through the Academic Senate. The various members of the Senate relate their ideas or concerns to the Academic Senate President who then relates those ideas or concerns to the GC and ultimately to the Board. BP 2510 and AP 2510 stipulate the role of the Academic Senate in local decision making. ([IVA.017](#))

The Academic Senate conducts its business through four committees: Academic Policies and Procedures Committee, Curriculum and General Education Committee, Academic Development Committee, and the Student Learning Outcomes Advisory and Steering Committee (SLOASC). These committees enable the Academic Senate to meet its responsibility to provide

recommendations to the BOT on academic and professional matters in accordance with AB 1725 and the WKCCD BP 2510. ([IVA.032](#)) ([IVA.033](#)) ([IVA.034](#)) ([IVA.035](#)) ([IVA.036](#)) ([IVA.027](#))

Faculty ideas or concerns are also addressed at division meetings; the Division Chair can then take them to the Division Chairs meeting attended by the Vice President of Instruction, the Dean of Instruction-Grants, the Academic Senate President, and the Division Chairs.

There are at least seven faculty members on the Taft College GC, including the Academic Senate President (Co-chair), two members of the Academic Senate, and two members of the Taft College Faculty Association.

In the areas of budget, the Division Chairs are the liaison between individual faculty members and the Vice President of Instruction on the individual yearly budget. On budget items that require collective bargaining, the main instrument is the TCFCBC, the committee that includes administrators, managers (financial), and faculty. TCFCBC, the official collective bargaining committee for faculty contracts, meets once a month and discusses faculty-district contract issues. Issues of concern for faculty in this arena are expressed and prioritized by the Faculty Association and taken back to TCFCBC for negotiation. ([IVA.037](#))

Administration

The Superintendent/President is the chief representative of the Board and is responsible directly to the Board. The BOT determines the Superintendent/President's role and authority in governance and decision making, and has memorialized that role in Board Policy and in the job description for the CEO. BP 2430 established the delegation of authority to the Superintendent/President to

administer the policies adopted by the Board and execute all decisions of the Board requiring administrative action.

Recommendations of collegial consultation committees are sent to the Board through the Superintendent/President. ([IVA.038](#))

The Superintendent/President oversees an administrative team that consists of educational administrators and classified managers from across the campus. Administrators serve on a wide variety of governance committees, operational committees, and task forces to which they are appointed. Taft College's participatory governance structure incorporates shared leadership on key committees including the GC, IT Committee, and the Curriculum and General Education Committee. ([IVA.026](#))

Classified Staff

BP 2510 defines the role of classified staff in the governance process as participating in the development of recommendations to the Superintendent/President on District policies and procedures that have a significant effect on staff.

As noted earlier, Taft College does not have a Classified Senate. CSEA Chapter #543 is the designated group for appointing classified representatives to participatory governance committees. Representatives of the classified staff serve on the College GC and its committees, as well as other college committees and task forces. ([IVA.039](#))

Students

BP 2510 delineates the role of students in the District governance process in regards to the development of district policies and procedures that have a significant effect on students, as defined by law. ASB appoints students to represent the student population on

appropriate College governance groups such as the GC and other committees and task forces. These representatives have the opportunity to give input to the planning and governance processes. A student participates on the BOT as detailed in BP 2015. The Student Trustee provides a report to the Board at each monthly Board meeting. ([IVA.040](#))

Self Evaluation

Taft College meets this standard. As mentioned numerous times throughout this Self Evaluation Report, all members of the Taft College Community have the opportunity to participate in annual program review updates. Any employee can also bring concerns and

give input to the governance and planning processes by participating in the annual program review process, where changes to processes can be incorporated into annual program goals, a part of institutional planning. Ideas from all College community constituents, faculty, staff, and students can be brought to the GC and its related committees by any one of a number of different representatives.

Actionable Improvement Plan

None.



Board of Trustees President Billy White, Vice President of Student Services Darcy Bogle, President Dr. Dena Maloney, and Executive Vice President Brock McMurray prepare to serve food to Taft College employees during Classified Staff Appreciation Week.

IVA2b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary

Processes for faculty involvement regarding recommendations about student learning programs are supported by BP 2510 as mandated by Title V, Section 53200, BP 4020 as mandated by Title V, Section 51022, and Education Code Section 70902(b) and 78016. The faculty role in curriculum and program development is further delineated in BP 4020 and the associated AP. These processes are carried out through the Curriculum and General Education Committee and the program review process, which is built around student achievement data and Student Learning Outcomes (SLO) data. ([IVA.041](#)) ([IVA.042](#)) ([IVA.027](#)) ([IVA.028](#))

The Curriculum and General Education Committee evaluates the College curriculum and recommends appropriate changes for Board consideration. As the *Faculty Handbook* states, "The Committee reviews and recommends all new course and program additions and deletions, and provides input to the Governance Council as to resource requirements of its recommendations. Academic policies affecting student success are evaluated and recommended by this committee." The committee is co-chaired by the Vice President of Instruction and the Vice President of the Academic Senate. The make up of the committee includes all academic constituents of the College including academic administrators, counseling, faculty, and students. ([IVA.043](#)) ([IVA.044](#))

As specified by BP 4020, the procedures for program and curriculum developments shall include "regular review and justification of programs and course descriptions." Program review is conducted

annually for all programs at Taft College-instructional and noninstructional. After the annual review reports are completed by the program leads, they are reviewed by Division Chairs and then by the appropriate Vice Presidents before being forwarded to the GC, that prioritizes any nonpersonnel resource requests. Requests for faculty positions are prioritized by the Academic Senate and recommendations are made by the Senate directly to the Superintendent/President. ([IVA.013](#))

The SLOASC is a subcommittee of the Academic Senate responsible for reviewing SLOs and SLO processes at Taft College. As is appropriate, the SLOASC makes recommendations to the Senate if it believes changes need to be made to the process by which SLOs are implemented. In turn, any recommendations from the Senate are forwarded to the GC for discussion and action. For example, in spring 2015 the SLOASC charter was reviewed by the Academic Senate, which suggested that the charter be revised to allow for more faculty input in regards to inclusion of SLOs on the course outlines of record. ([IVA.045](#))

The Academic Senate oversees four college committees that are related to curricular and other educational matters: the Academic Policies and Procedures Committee, Curriculum and General Education Committee, Academic Development Committee, and SLOASC. In addition, the Staff Development Committee and the IT Committee are co-chaired by faculty members and administrators. ([IVA.026](#))

Educational administrators are members of the Curriculum and General Education Committee and the Academic Policies and Procedures Committee of the Senate.

Self Evaluation

Taft College meets this standard. Board Policy and the *Governance Guide* clearly delineate the role of the faculty, the Academic Senate, the Curriculum and General Education Committee, and academic administrators for recommendations about student learning programs and services. Although the Academic Senate can make recommendations directly to the BOT, most of their recommendations go through the process of Academic Senate, Curriculum and General Education Committee, GC, and then the Board. However, any individual can speak directly to the BOT on academic policy by following BP 2350. Taft College values a transparent, accessible governance structure that includes institution wide dialogue as per its Mission Statement. Committee dialogue is conducted in a manner that affords open discussion, mutual respect, and the open exchange of ideas resulting in the best possible outcomes for student learning. ([IVA.046](#)) ([IVA.022](#)) ([IVA.029](#))

Actionable Improvement Plan

None.

IVA3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Descriptive Summary

Taft College values cooperation, mutual respect, and open communication. The values identified in 2010 and reaffirmed in

January 2015 by the BOT reflect the primacy of these values as a fundamental hallmark of Taft College. ([IVA.001](#)) ([IVA.047](#)) ([IVA.048](#))

Working together in a collaborative manner is central to achieving the Taft College mission. In 2013, Taft College worked collaboratively to develop the 2014-2024 (EMP). The EMP Steering Committee reflected a broad cross section of the campus community. All stakeholder groups were represented in the Steering Committee. Input was solicited from every member of Taft College. Draft versions of the plan were open to the campus community during the comment period. Input and suggestions made were then reviewed by the Steering Committee and incorporated into the final plan. ([IVA.049](#)) ([IVA.050](#))

Likewise, in developing the new Vision, Mission, and Values Statement, College leadership designed a process that provided the opportunity to communicate, share ideas, and collaborate for the good of the institution. The process began with the 2014 Welcome Breakfast. Over 100 Taft College employees engaged in break-out sessions to draft ideas regarding the College's vision, mission, and values. These ideas were shared during the Breakfast and then given to the Strategic Planning Committee to develop a first draft of the new Vision, Mission, and Values Statement.

The Strategic Planning Committee proposed a draft of the new verbiage at the September 12, 2014 GC meeting. This topic was further discussed at the GC meetings on September 26, 2014 and October 10, 2014. After the GC reached consensus on the recommended new Vision, Mission, and Values Statement, the entire campus community had the opportunity to review them and comment during a three-week period.

The GC finalized the new Vision, Mission, and Values Statement at its November 11, 2014 meeting. The recommended new statement

was presented to the WKCCD BOT for a first reading at the December 10, 2014 meeting. The new Vision, Mission, and Values Statement was presented for a second reading and adopted by the BOT on January 14, 2015. ([IVA.048](#))

These two examples demonstrate the collaborative spirit at Taft College. Open communication is critical to achieving the mission at Taft College. The College's governance structures and processes provide the opportunity for widespread participation in decision making and planning.

Taft College has instituted a number of practices to further enhance communication on campus. The Superintendent/President's monthly e-mail update provides information on enrollment, facilities, instructional program developments, student services, staff initiatives, and upcoming events. The College also issues a Quick Stats Guide each year to inform the campus community on trends in enrollment, new programs, and construction projects. The annual Report to the Community is distributed both on and off campus to ensure that all stakeholders have updated information about the College and its progress. The Superintendent/President also facilitates open communication by hosting a Welcome Breakfast each fall, All-College meetings each spring, and Open Office Hours for staff each year. ([IVA.051](#)) ([IVA.052](#)) ([IVA.053](#)) ([IVA.054](#))

Taft College's website is another vehicle for communication throughout the campus. Through the Public Information Committee, the College website is evaluated for its effectiveness in navigation, layout, and content. The committee directed a new navigational layout in 2014 and continually assesses needed changes to the site. ([IVA.055](#))

Taft College committees post their agendas and minutes on the

College website as a means of sharing information and thus helping to ensure effective campus wide communication. E-mail communications on particular topics are distributed as appropriate and are focused to specific campus groups or employee groups to facilitate effective distribution of critical information.

Taft College assesses its communication processes in a variety of ways. In 2014, a campus wide Institutional Effectiveness Survey indicated that 85.4 percent of respondents agreed or strongly agreed that the Office of the Superintendent/President "provided timely postings of Board actions such as meeting agendas and minutes." Seventy-nine percent of the respondents agreed or strongly agreed that the Office of the Superintendent/President "communicates institutional values, goals, and the future direction of Taft College." ([IVA.056](#))

Data from the GC Self Evaluation in 2014 indicate that 78.6 percent of the respondents either agreed or strongly agreed with the statement that the GC "ensures a flow of communication and sharing of information within the Governance Council and among all segments of the College community." ([IVA.029](#))

It is clear that the BOT, administrators, faculty, and students work together for the good of the College in several areas. The BOT receives input from not only the Superintendent/President but also the Student Trustee, the Academic Senate President, and other faculty and staff as appropriate. Members of the administration, faculty, and staff are free to speak at any Board meeting during open session.

Self Evaluation

Taft College meets this standard. The governance structures, processes, and practices at the College are designed to support

openness and transparency so that all can work together for the good of the Institution. Committee practices include working toward consensus and a structured approach to meetings so that all can participate effectively. These processes facilitate discussion of ideas and effective communication among the institution's constituencies. ([IVA.030](#))

Actionable Improvement Plan

None.

IVA4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-evaluation and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary

Taft College takes its commitment to honesty and integrity in relations with external agencies very seriously. The WKCCD BP 2430 "Delegation of Authority" stipulates, "The Superintendent/President shall ensure that all relevant laws and regulations are complied with, and that required reports are submitted in a timely fashion."

Taft College, like all community colleges in California, works under the provisions of federal law (Title 20 of the United States Code), the Education Code of the State of California, and the California Code of Regulations (Title 5).

The primary external agencies to which the College is accountable

include the California Community College Chancellor's Office (CCCCO), the Accrediting Commission for Community and Junior Colleges (ACCJC), grant agencies (both public and private), and other specialized accrediting agencies for specific programs at the College.

Taft College is committed to ensuring compliance with the ACCJC Standards, policies, and guidelines. After the 2009 site visit, the College was placed on warning and required to submit follow-up reports in October 2010 and October 2011. These follow up reports also included site visits from members of the 2009 visiting team. The College worked diligently to correct the deficiencies noted in the 2009 Comprehensive Evaluation and was removed from warning by the ACCJC in January 2012. ([IVA.057](#))

Taft College submitted its Midterm Report in October 2012, detailing the actions taken in response to the 2009 recommendations as well as its own planning agenda as outlined in the 2009 Self Evaluation Report. Since 2009, the College has filed and received approval of three substantive change reports. The College submitted the 2012 SLO Status Implementation Report in October 2012. In addition, the College regularly submits all annual reports required by the ACCJC. As the College developed its Associate Degree for Transfer offerings, it ensured that the ACCJC was appropriately notified. All recent reports related to ACCJC accreditation can be found on the College accreditation webpage. ([IVA.058](#)) ([IVA.059](#)) ([IVA.057](#))

As one of the 112 community colleges within the California Community College (CCC) system, Taft College has always worked diligently to perform its duties and responsibilities required by the CCCCCO. This has been especially true during the College's construction projects. In 2004 the voters of the WKCCD passed a bond to develop new facilities and modernize the College campus.

As required under the Proposition 39 General Obligation Bond, the College established a Citizens' Oversight Committee and has had independent annual financial and performance audits of the bond project. ([IVA.060](#))

As required by the CCCCO, Taft College complies with the multitude of reports associated with its instructional programs, categorical programs, facilities programs, and other collaborative efforts through the community college system. The College strives to meet deadlines and provide necessary information in a timely manner.

Taft College fully participates in the Financial Aid programs administered by the U.S. Department of Education. The annual audit of these programs has shown the College to be in compliance with all regulations. ([IVA.061](#))

Taft College offers the following programs for which compliance with specialized agencies is required:

- Children's Center (licensed by the California Department of Social Services, Community Care Licensing Division)
- Dental Hygiene Program (Commission on Dental Accreditation)

Taft College also partners with external agencies for several programs, all requiring compliance with applicable laws or oversight agencies:

- Transition to Independent Living (Kern Regional Center)
- Dental Hygiene (First 5 Kern)
- HSI – Hispanic Serving Institution Federal grants (US

Department of Education)

- TIPSID – Transition Programs for Students with Intellectual Disabilities grant (US Department of Education)

Many of these agencies require documentation that the College is meeting its guidelines or applicable regulations. The College strives to meet all requirements and achieve good standing with each agency or partner. ([IVA.062](#)) ([IVA.063](#))

Self Evaluation

Taft College meets this standard. The College takes its role as a public institution seriously and recognizes the importance of making information about its programs and operations available to the public. The College website provides public posting of information on:

- Annual Statement for the Irrevocable Trust under GASB 45
- Proposition 30 Expenditure Plan
- Fair Political Practices Commission (FPPC) on Disclosure notices
- Accreditation Status

Similarly, the College communicates its institutional qualities and effectiveness to the public in a variety of print and online publications including the catalog and the annual Report to the Community.

Actionable Improvement Plan

None.



Taft College faculty and staff come up with creative ways to have fun with student learning outcomes.

IVA5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

Taft College's role of leadership and the institution's governance and decision-making structures and processes are systematically evaluated to provide for a smooth running and effective institution. The GC charter states that the GC and its committees will conduct an annual evaluation of its effectiveness. The data from these evaluations are analyzed and discussed, resulting in changes that lead to improvement. The data from the annual evaluations are posted on the Institutional Assessment, Research, and Planning (IAR&P) website for communication across the campus community. Committee members are expected to share the data and any changes that result from the evaluation process with their constituents. ([IVA.005](#)) ([IVA.064](#))

Retreats

Retreats for the GC are conducted on an annual basis. The GC designs and conducts the annual retreat to discuss topics of interest and establish priorities for its work. The retreat results in new learning for the members of the GC and informs planning for college initiatives. Each retreat is evaluated for its effectiveness in meeting the objectives of the GC and the evaluation data are used when planning the next retreat. ([IVA.065](#)) ([IVA.066](#))

From time to time the instructional division will also use retreats to evaluate and fine-tune its operations.

Employee Evaluations

All employees of Taft College are evaluated on a regular basis: Tenured faculty members go through a peer evaluation every three years; non-tenured faculty members go through evaluation every year; classified staff members are evaluated on a yearly basis by their supervisors; and managers are evaluated annually. The Superintendent/President is evaluated by the BOT on a yearly basis as established by BP 2435 and as detailed in the Superintendent/President employment contract. ([IVA.067](#))

Surveys

In spring 2014, Taft College reintroduced the campus wide Institutional Effectiveness Survey. This survey is conducted annually to evaluate the effectiveness of campus leadership and the support departments need for successful operation of the College. The survey results are posted to the College website and inform planning for continuous improvement. ([IVA.056](#))

Taft College also makes use of the Community College Survey of Student Engagement (CCSSE) that is administered every three years in the spring. The most recent administration of this survey was spring 2015. The results from the survey are reviewed by the Strategic Planning Committee and Student Success and Access Committees. In general, the results of the CCSSE have been extremely positive. In particular, Taft College's student services have been rated very high by students in previous administrations of the CCSSE. ([IVA.068](#))

Evaluation of Program Review Process

The program review process is evaluated by means of two open-ended questions built in to the program review report forms

submitted by all program leads. All comments submitted for these two questions are compiled by the IAR&P Office and reviewed by the Strategic Planning Committee to identify ways in which the program review process might be improved. As a result of these evaluations, data were provided to the program leads in an Excel format instead of a PDF format to facilitate analysis by the programs. Another important change that resulted from these evaluations is that the timeline for beginning and completing program review reports is being reduced to 12 months (instead of 18 months) to make it a true annual program review, thus reducing the time lag between when a resource request is submitted and when resources are allocated.

Self Evaluation

Taft College meets this standard. Continuous evaluation of governance and decision-making structures and processes is highly valued within the campus community as the evaluations allow for all employees to contribute to the discussion on the effectiveness of the College's governance structures and processes.

Furthermore, the results of these evaluations are used to make

changes, as evidenced by the numerous adjustments in governance and decision-making processes over the last several years. The campus community does not see these changes as static or closed to input; to the contrary, there is a constant vigilance on the part of Taft College employees to continually monitor the effectiveness of governance processes so that adjustments can be made if required.

Actionable Improvement Plan

To improve, Taft College should ensure that all subcommittees reporting to the GC are evaluated each year as indicated in their charters. The evaluations should include:

1. How well each subcommittee is meeting its charter.
2. Whether each subcommittee's charter reflects the actions of the subcommittee.
3. How each subcommittee met its goals for that year.

Feedback from these evaluations should be included in the subcommittee's processes to increase the effectiveness of the subcommittees in achieving their charters and meeting their goals.



Taft College's "One-Stop" Student Services facility helps ensure students' needs get met quickly and efficiently.

IVB. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IVB1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

Descriptive Summary

Board Policy

The WKCCD is a single-college district with Taft College being the only college within the District. The Board consists of five members elected at large by qualified voters of the District. Members of the Board serve four-year terms that commence on December 4th following the election. The terms for the Board are staggered with elections being held every two years, in even numbered years. With this format, there is an assurance of continuity of leadership at the governance level. ([IVB.001](#)) ([IVB.002](#)) ([IVB.003](#))

In the event of a vacancy on the Board, BP 2110 established the process for ordering an election or making a provisional appointment to fill the vacancy. This policy ensures that the Board

represents the public at large, incorporating a process for filling unanticipated vacancies on the Board.

In addition to elected representatives of the public at large, the BOT also includes one non-voting student member who serves a one-year term commencing June 1st. BP 2015 defines the criteria for the student member, who must be a resident of California at the time of nomination and throughout the term of service. ([IVB.004](#))

BP 2200, “Board Duties and Responsibilities,” specifically defines the governing role of the BOT. This policy commits the Board to monitor institutional performance and educational quality, assure fiscal health and stability, and to hire, evaluate, and delegate power and authority to the Superintendent/President to lead the District. ([IVB.005](#))

The WKCCD BOT has developed a policy manual and APs have been written to guide implementation of policy where appropriate. The policies and accompanying procedures are clearly presented on the BOT webpage on the WKCCD website. ([IVB.006](#))

The Board expects that District policies will be regularly reviewed and updated as necessary to reflect changing regulations and laws. The District reviews policies annually and relies upon the Community College League of California (CCLC) policy service as an important and reliable external resource in the review process. The policies developed by the BOT clearly define broad goals and institutional objectives.

The Board regularly attends Community College League of California (CCLC) conferences where new regulations and laws are presented and discussed. CCLC conferences, along with League publications, are important sources of information and professional development for members of the WKCCD BOT. Information presented through

the League helps inform the Board of new areas for policy development. ([IVB.007](#))

Both new policies and existing policies undergoing substantive revision go through a two-step process by the BOT. A first reading is conducted at a Board meeting followed by a second reading and presentation for approval at the subsequent Board meeting. The policy development process provides for input from stakeholders, and changes in Board policies are documented in the minutes of BOT meetings. The Superintendent/President's office maintains a matrix of Board policies and associated APs and oversees the annual policy review process. ([IVB.008](#)) ([IVB.009](#))

CEO Selection and Evaluation

BP 2431 established the process for selecting the Chief Executive Officer (CEO) and indicates the Board must establish a fair and open process that complies with relevant regulations in the event of a CEO vacancy. ([IVB.010](#))

The BOT consistently applies its policies for selecting and evaluating the Superintendent/President. In the past four years, the District experienced two changes in leadership at the CEO level. In 2011, Superintendent/President Willy Duncan left the District to accept a CEO position in northern California. The BOT established a process for selecting an interim CEO to lead the District while the Board conducted a search for a new, permanent Superintendent/President. The Board employed a search firm to select the interim CEO and used this same firm to conduct the search for the permanent CEO. Two candidates were presented to the Board for the interim CEO position. The successful candidate, Dr. Richard Giese, served the District as the Interim CEO for a 12-month period. ([IVB.011](#)) ([IVB.012](#))

With the support of the search firm, the Board engaged in a thorough process to select the permanent Superintendent/President. A large search committee consisting of college faculty and staff, as well as community members, was formed to provide inclusive participation from all stakeholders. The Board and the committee identified the ideal and desired qualifications for the successful candidate. Extensive recruitment strategies were used to ensure a broad pool of candidates. First-level interviews with the committee were conducted, followed by a community reception for the three finalists selected for second-level interviews. Thorough reference checks were completed for all three finalists. As a result of this process, Dr. Dena Maloney was selected as the permanent Superintendent/President and joined the District in May 2012. ([IVB.013](#))

BP 2435 established parameters for evaluating the performance of the Superintendent/President. The Board has consistently applied this policy in evaluating the performance of the CEO. The Superintendent/President is evaluated through a process jointly agreed to by the Board and the CEO. The process begins with the development of the CEO's annual goals that are then discussed and approved by the BOT. On an annual basis, the Superintendent/President prepares a written self evaluation that is presented to the BOT. The Board members engage in dialogue with the Superintendent/President regarding the performance outcomes for the review period before performance goals are established for the next review period. Every three years the Board, following established procedures, gathers input from community leaders regarding the performance of the Superintendent/President. ([IVB.014](#)) ([IVB.015](#)) ([IVB.016](#))

The BOT adheres to District policies and procedures, relying on the WKCCD SAP to ensure the quality, integrity, and effectiveness of student learning, programs, and services at Taft College.

Self Evaluation

Taft College meets this standard. The College has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

The Board also has established policies and APs to select and evaluate the College's CEO, the Superintendent/President. BP 2430 established the delegation of authority to the Superintendent/President to administer the policies adopted by the Board and execute all decisions of the Board requiring administrative action. BP 2430 further defines the responsibilities of the Superintendent/President to perform the duties contained in the Superintendent/President job description and fulfill other responsibilities as may be determined in annual goal setting or evaluation sessions.

Actionable Improvement Plan

None.

IVB1a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary

The WKCCD BOT serves as an independent policy making body that reflects public interests. Eligible voters within the District elect the trustees, who serve staggered four-year terms to ensure continuity of service on the Board. The working relationships among trustees

are cooperative and transparent, providing for effective Board operations. Board members are active in the community and represent the District in numerous community and college events.

The Board holds public meetings monthly, adds special meetings when necessary, and conducts study sessions on special topics such as budget workshops or legislative workshops. The Board also consistently conducts an annual planning retreat where the Board evaluates its performance against the prior year's goals and sets new goals for the coming year. In accordance with the Brown Act, these meetings are advertised in advance and are open to the public. During meetings the public, students, and staff are invited to comment on all items on the agenda, as well as items not on the agenda. ([IVB.017](#)) ([IVB.018](#))

The Board has established policies that address how it operates and protects the District from undue influence or pressure. BP 2200 specifically notes the Board's responsibilities to represent the public interest as well as advocate for and protect the District. Other policies pertaining to the responsibilities and duties of the Board include:

Board Policy 2100	Board Elections
Board Policy 2200	Board Duty and Responsibilities
Board Policy 2345	Public Participation at Board Meetings
Board Policy 2710	Conflict of Interest
Board Policy 2715	Code of Ethics/Standards of Practice
Board Policy 2720	Communication among Board Members

The Board annually reviews the Code of Ethics during its planning retreat. Every two years, the Board completes a two-hour session on ethics, as required by law. In addition, each Board member completes Form 700, "Statement of Economic Interest," as noted in BP 2710, "Conflict of Interest." ([IVB.019](#)) ([IVB.020](#)) ([IVB.021](#))

Board members participate in CCLC conferences to stay current in matters pertaining to the CCC. ([IVB.022](#))

Self Evaluation

Taft College meets this standard. The method by which the WKCCD BOT is elected ensures that the Board is representative of the public. Board members are engaged in the community. The Board regularly reviews the ethics policy and code of conduct to ensure that it is working as a unit to support the District mission. Once the Board makes a decision, it acts as a whole.

Board minutes of both regular Board meetings as well as special meetings demonstrate the Board's commitment to reflect the public interest and avoid undue influence while advocating for and protecting the District. Board meeting agendas and minutes are posted on the District website and are available to the public. Every new Board member has attended the CCLC trustee orientation program at least once. Board members regularly attend the CCLC legislative conference held annually, as well as other conferences throughout the year.

Actionable Improvement Plan

None.

IVB1b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

The BOT fulfills the responsibility to ensure the quality, integrity, and improvement of student learning programs by establishing the institution's expectations for high standards in student learning and by providing the leadership support, funding, and resources necessary for success.

The Board's commitment to the quality, integrity, and improvement of student learning is evident in Board policies relating to the College's Mission and Vision (BP 1200); participatory governance (BP 2510); the Board's duties and responsibilities (BP 2200); the Board's primary role in establishing policy (BP 2410); program and curriculum development (BP 4020); the philosophy and criteria for Associate Degree and General Education (BP 4025); and academic freedom (BP 4030). Additionally, the commitment to the quality, integrity, and improvement of student learning is reflected in the Board Policy regarding matriculation (BP 5050) and counseling (BP 5110), among others. (IVB.023 Multiple Links – Please see Evidence List)

In 2011, with the assistance of Burt Peachy and Datatel Consultants, Taft College embarked on a journey to develop a new Vision, Mission, and Values Statement and strategic goals. The College used an inclusive process to develop these foundational concepts and planning framework. Burt Peachy met first with the BOT that established the expectations for a comprehensive mission statement and planning framework to ensure the quality and integrity of the District's student learning programs. With these expectations in mind, the Planning Council (that preceded the current GC) then engaged in dialogue, discussion, and reflection to develop a draft Vision, Mission, and Values Statement, along with a set of strategic goals. The results of the work by the Planning

Council were then presented to the Board for further discussion and adoption. ([IVB.024](#)) ([IVB.025](#))

The same focus on quality, integrity and improvement of student learning programs and services, and the resources necessary to support them were evident in updating the Mission Statement in 2014. ([IVB.026](#))

Board policies that reflect the commitment to the quality, integrity, and improvement of student learning programs and services are the framework for operational practices within the District. Members of the management team create annual goals for their operational areas that are linked to the District's strategic goals. In the annual program review, faculty members and administrators link their program goals to the District strategic goals. During the fall and spring in service days, time is set aside for planning to ensure that there is opportunity for dialogue and discussion around the themes of vision, mission, values, and goals. ([IVB.027](#)) ([IVB.028](#))

The Board expects that resource decisions for the support of student learning programs and services are reflected in the College's planning processes. In 2012, the GC (formerly the Planning Council) designed a resource planning process that links program goals to resource planning. The GC ranks requests for nonpersonnel budget augmentations using criteria developed in fall 2012. Requests for personnel-related budget augmentations are ranked by the Academic Senate (faculty positions) and the Classified Staffing Committee (classified positions). In all cases, the rubrics used for ranking resource requests reflect a commitment to the quality, integrity, and improvement of student learning programs and services. ([IVB.029](#))

Self Evaluation

Taft College meets this standard. The Board articulates its organizational values, philosophies, and goals through its policies and institutional statements, and the College makes its commitment to quality, integrity, and improvement of student learning programs known by publishing its institutional statements in a variety of documents and mediums including the College catalog, SAP, and on the College website.

Actionable Improvement Plan

None.

IVB1c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

As defined in Board Policy 2510, the WKCCD BOT is the ultimate decision maker in those areas assigned to it by state and federal laws and regulations. However, the Board is committed to ensuring that members of the College participate in developing recommended policies for Board action. In this regard, BP 2510 defines the participatory roles of the Academic Senate, staff, and students. ([IVB.030](#)) ([IVB.031](#))

The GC is the participatory body that provides recommendations to the Superintendent/President on matters relating to institutional planning and budget. Council members consist of representatives of administration, the Academic Senate, faculty divisions, classified staff, management, educational administrators, and students. The GC facilitates the flow of information between the College constituents through the Superintendent/President to the BOT.

Additionally, during the open session of Board meetings, the BOT asks for reports from representative groups including the Academic Senate, collective bargaining unit representatives, and operational divisions within the College. ([IVB.032](#)) ([IVB.033](#))

The Board has established policies that require the Superintendent/President to prepare and submit a proposed annual budget consistent with Title 5 and all applicable laws and regulations. Board Policies 6200, 6250, and 6300 established the Board's expectations that the Superintendent/President shall prepare and manage the College's budget and fiscal affairs in compliance with the law and Title 5 regulations and support the EMP of the College. The Board has established the expectation that the College will maintain a minimum 12 percent reserve, exceeding the state mandate of five percent. ([IVB.034](#)) ([IVB.035](#)) ([IVB.036](#))

BP 6340 allows the Board to delegate to the Superintendent/President the authority to enter into contracts on behalf of the College and to establish APs for contract awards and management. The policy clearly states the sole power of the Board to obligate the College by specifying that contracts are not enforceable obligations until they are ratified by the Board. BP 6100 reinforces the Board's ultimate responsibility for legal matters and financial integrity by stating, "No contract shall constitute an enforceable obligation against the College until it has been approved or ratified by the Board." ([IVB.038](#))

The Board recognizes the importance of securing expert financial and legal advice and enters into agreements with legal and financial resources when necessary to guide it in executing its legal and fiduciary responsibilities. In addition, the Board engages in professional development through the CCLC and other resources by participating in conferences and workshops relating to student success, finance, and legal matters. ([IVB.039](#)) ([IVB.040](#))

Further, the Board has conducted workshops on budget, long-term debt, and advocacy to broaden its understanding of financial and legal matters. ([IVB.041](#))

Self Evaluation

Taft College meets this standard. The WKCCD BOT exercises the ultimate and sole authority for the educational quality, financial integrity, and legal matters of the College.

As an example, in 2004, the Board established an expectation that Taft College would develop facilities as needed to support the College's program of instruction and related services. The College successfully initiated a Proposition 39 General Obligation Bond campaign, Measure A, that was approved by the voters. Since 2004, the College has embarked on a transformation of the campus, leveraging \$39,000,000 of local bond revenues with state capital construction bond revenues and constructing over \$100,000,000 in facilities improvements, modernization projects, new construction, and technology infrastructure. ([IVB.042](#))

As another indication of the Board's sole authority for the financial integrity of Taft College, in 2008-2009 the Board established the expectation that the College would proactively address the requirements of Governmental Accounting Standards Board (GASB) 45 relating to the funding of Other Post-Employment Benefits (OPEB) – retiree healthcare costs. With the assistance of a consultant with specialized knowledge of GASB 43 and 45 compliance requirements, the College identified options for lowering its unfunded OPEB liabilities and established an irrevocable trust to provide funding for those obligations. The Retirement Board of Authority (RBOA), consisting of Board members appointed by the BOT, oversees the irrevocable trust. The BOT set aside \$2,000,000

to initially fund the irrevocable trust and established a target rate of return of seven percent on the Trust Investment Fund. ([IVB.043](#))

The Board consistently monitors Taft College's budget and finances through regular updates on the College's financial status. Operational budget reports and investment reports are provided on a quarterly basis. The Board participated in a long-term debt workshop in 2013 that provided an analysis of the Proposition 39 General Obligation Bond and Certificates of Participation (COP) debt. Board policies create the standards by which the College finances are to be responsibly managed. The Board as a whole has ultimate authority and responsibility to ensure that the College's financial, legal, and educational programs are managed in accordance with all applicable laws and regulations. ([IVB.044](#)) ([IVB.045](#))

Actionable Improvement Plan

None.

IVB1d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary

WKCCD Board Policy defines Board size, duties, responsibilities, structure, and procedures. Board size is described in BP 2010, and Board duties and responsibilities are contained in BP 2200. The structure of the Board relating to officers and committees is defined in Board Policies 2210 and 2220. The operating procedures of the Board are contained in BP 2305 "Annual Organization Meeting," BP 2310 "Regular Meetings of the Board," and BP 2315 "Closed Sessions." Other operating procedures are contained in numerous

Board policies throughout Chapter 2 of the Board Policy Manual. ([IVB.046](#))

Policies and procedures are posted on the WKCCD BOT website. The WKCCD annually reviews and updates College policies and procedures through a process coordinated through the Superintendent/President's office. Revisions to policies, or the development of new policies, are reviewed through appropriate College committees including the GC and the Academic Senate's Policies and Procedures Committee.

Self Evaluation

Taft College meets this standard. The BOT publishes all policies, procedures, meeting agendas, minutes, and related documents online on the BOT website.

Actionable Improvement Plan

None.

IVB1e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary

The WKCCD BOT's actions are consistent with its documented policies and bylaws. Through a process coordinated by the Superintendent/President's office, the Board revises and updates its policies and procedures throughout the year. The Superintendent/President's office maintains a matrix of Board policies and associated Board procedures with annual review noted and documented for easy reference. ([IVB.047](#))

The WKCCD subscribes to the Board Policy and Procedure Service from the CCLC that provides standard Board policies and updates based on changes in legislation or regulations. This is the source for the majority of Board policies at the WKCCD. In addition, the Board creates policies in response to local conditions within the District. All policies undergo a two-step process before adoption.

The two-step process begins with input and ideas from the general public, students, College personnel, the Superintendent/President, Trustees, and updates from the CCLC. As appropriate, the GC, the Academic Senate, or the Superintendent/President oversee and coordinate the process of review so that all affected constituency groups have the opportunity to provide input.

Upon the conclusion of this process, the Superintendent/President seeks additional review, if needed, by resources such as legal counsel before the proposed policy goes forward by the Superintendent/President to the Board for consideration. A first reading may be scheduled for a given Board meeting and a second reading may be scheduled for a subsequent Board meeting that generally occurs one month after the first reading. The proposed policy may be adopted by the BOT at the meeting of the second reading. Both Board meetings where the policy is being considered are open to the public with an opportunity for comment. ([IVB.048](#)) ([IVB.049](#))

Self Evaluation

Taft College meets this standard. As noted above, existing Board policies are reviewed on an annual basis to determine if there are recommended changes based on new legislation or regulations. Proposed new policies are created through a process of participatory governance so that all stakeholders have the opportunity to provide input to the proposed policy. After the

policies are reviewed and approved by all appropriate constituent groups, the proposed policies are sent to the Board for a first reading and preliminary approval. Policies are then submitted for final approval at a subsequent Board meeting.

Actionable Improvement Plan

None.

IVB1f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary

Board development is ongoing for both new and incumbent members of the WKCCD BOT. There is an established Board education program through the CCLC workshops and training programs as well as ongoing education through special study sessions, Board workshops, and other educational opportunities. ([IVB.050](#))

WKCCD BP 2740 speaks specifically to the Board's commitment to ongoing Board development and new member orientation, stating, "The Board is committed to its ongoing development as a Board and to a trustee education program that includes new trustee orientation. To that end, the Board will engage in study sessions, provide access to reading materials, and support conference attendance and other activities that foster trustee education." ([IVB.051](#))

All Board members are given the *Trustee Handbook* published by the CCLC. Additionally, Board members receive a copy of

Introduction to Fiscal Responsibilities: A Resource for Community College Trustees, published by the CCLC. This resource details community college finances, long-term debt, and the Board's responsibility for fiscal oversight of the College. Special workshops and study sessions are regularly scheduled to inform the Board of matters relating to College finances, grants, budgetary matters, and legislative developments. ([IVB.052](#))

Board members regularly attend the CCLC Legislative conference held in January each year and the CCLC Trustee Conference held each spring. During these conferences, Board members attend breakout sessions on a variety of topics including the Board members' roles in accreditation, student success, financial oversight, and other matters. ([IVB.053](#))

The Superintendent/President meets with newly elected Board members to provide an orientation and discuss mutual expectations and protocols. The Superintendent/President also regularly provides updates to the Board during open sessions that are useful in helping Board members understand current developments at Taft College. Staff and faculty are often scheduled to make presentations and updates at Board meetings so that Board members are educated on new developments on a regular basis. ([IVB.054](#))

The WKCCD BOT established BP 2100 to ensure continuity of Board membership and staggered terms of office. BP 2100 states, "Terms of trustees are staggered so that, as nearly as practical, one half of the trustees shall be elected at each trustee election." Elections are held every even numbered year. Since the Board consists of five members, this means that either two or three seats are up for election every even numbered year. ([IVB.055](#))

In the event of a vacancy on the Board, the WKCCD BOT enacts BP 2110, which provides policy guidance on filling the vacancy through

either an appointment process or a special election. The Board has followed this policy in filling Board vacancies for over 15 years, most recently in 2014 when Trustee Carolyn Hosking resigned after serving over 25 years on the Board. Newly appointed Board members have benefitted from the program of Board member orientation and ongoing education as established by BP 2740. ([IVB.056](#))

Self Evaluation

Taft College meets this standard. The BOT has established a program for Board development, new Board member orientation, and continuity of Board representation. Board members regularly avail themselves with educational opportunities through CCLC, as well as through special offerings such as the University of Texas at Austin workshop, entitled "The Role of Trustees and CEOs on the Goal of Student Success," held in Coalinga, California in April 2013. In addition, the Board regularly schedules internal Board workshops and study sessions on topics such as long-term College finances and legislative matters. For example, in October 2013 the Board President and the College Superintendent/President attended a three-day workshop on municipal debt through the California Debt and Investment Advisory Commission. In May 2015, the Board held an accreditation workshop to ensure that all members of the Board were informed of the accreditation process and their role. ([IVB.057](#)) ([IVB.058](#)) ([IVB.059](#))

Board members attend trustee conferences on an annual basis through the CCLC. Board members have regularly attended the Legislative Conferences held in January of each year and the Annual Trustee Conference each spring. Board members have also participated in The Effective Trustee Workshop offered by the League. ([IVB.060](#))

Established communication between the Superintendent/President and the Board helps ensure that the Board is regularly updated on College matters. In recent years, the Board has availed itself of many educational opportunities relating to the Board's role in accreditation and student success. In addition, during its annual retreat, the Board reviews and strengthens its understanding of its responsibilities regarding ethics and avoiding conflicts of interest.

Actionable Improvement Plan

None.

IVB1g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary

The WKCCD BOT established BP 2745, which clearly expresses its commitment to annually assessing its own performance as a Board to identify its strengths and areas in which it may improve its functioning.

The annual assessment begins with each Board member individually evaluating the Board's goals from the prior year. These individual evaluation scores are submitted to the assistant to the Board, who calculates the average score for each goal. Relevant comments submitted by the Board members are added to the summary for each goal. ([IVB.061](#)) ([IVB.062](#))

The WKCCD engages with an experienced and knowledgeable outside consultant to facilitate its annual retreats. The facilitator has a depth of experience within the CCC system. With the assistance of this facilitator, the Board reviews the evaluation scores and comments during the annual Board retreat. The Board engages in in-depth discussion as it evaluates its progress against goals. ([IVB.063](#))

Through this process and a review of the College's SAP, the Board then establishes new goals for the coming year. The entire process is captured in the minutes from the Board retreat, which are published and widely distributed. ([IVB.064](#))

Self Evaluation

Taft College meets this standard. The WKCCD BOT's commitment to an annual self evaluation process is detailed in BP 2745. The Board undertakes an assessment of its effectiveness during its annual retreat and identifies areas for improvement. After the Board evaluates its effectiveness over the previous 12 months, it identifies new goals for the next 12-month period. Goals are formally adopted at a subsequent Board meeting and are memorialized in the Board meeting minutes.

Actionable Improvement Plan

None.



Trustee Dawn Cole, Trustee Billy White, Trustee Kal Vaughn, President Dr. Dena Maloney, Trustee Mike Long, and Trustee Manny Campos pose in their colorful regalia prior to participating in the graduation ceremony.

IVB1h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary

The WKCCD BOT has established standards for ethical behavior in several Board policies. BP 2715 “Code of Ethics/Standard of Practice” clearly defines the Board’s commitment to ethical practices and outlines the Board’s expectations for trustee service. Specifically, members of the Board are responsible for:

- Acting only in the best interests of the entire community.
- Ensuring public input into Board deliberations; adhering to the law and spirit of the open meeting laws and regulations.
- Preventing conflicts of interest and the perception of conflicts of interest.
- Exercising authority only as a Board.
- Using appropriate channels of communication.
- Respecting others; acting with civility.
- Being informed about the College, educational issues, and responsibilities of trusteeship.
- Devoting adequate time to Board work.
- Maintaining confidentiality of closed sessions.

The expected standards of ethical behavior in BP 2715 are further delineated in BP 2710 “Conflict of Interest,” BP 2716 “Political Activity,” BP 2717 “Personal Use of Public Resource,” and BP 2720 “Communications among Board Members.” Each of these Board policies reinforces the commitment of the governing Board to the highest ethical standards of Board governance. ([IVB.065](#)) ([IVB.066](#)) ([IVB.067](#)) ([IVB.068](#))

BP 2715 “Code of Ethics/Standards of Practice” also defines the process to be used when there is a charge or complaint of Board misconduct. The process includes both an investigative and fact finding process as well as allowing for censure should it be determined that Board member misconduct has occurred.

Self Evaluation

Taft College meets this standard. The Board’s Code of Ethics and related policies dealing with Board communications, Board member business interests, District political activity, and clearly defined uses of public resources establish acceptable behavior on the part of Board members and college staff. BP 2715 provides the process for sanctioning Board member behavior that violates this code. The collective set of policies creates a climate characterized by high ethical standards of behavior. The Board annually reviews its ethical policies and is proactive in discussing ethics in its governing practices.

The collection of Board policies dealing with ethics is annually reviewed and updated as needed using the CCLC Board Policy service as a guide. Using this process, Board Policies 2715 and 2720 were last revised in January 2013.

With few exceptions, the Board acts unanimously on actions after engaging in discussion as evidenced in the meeting minutes. A strong level of respect exists among the trustees, and the Board consistently acts as one body.

Actionable Improvement Plans

None.

IVB1i. The governing board is informed about and involved in the accreditation process.

Descriptive Summary

The WKCCD BOT has demonstrated its commitment and involvement in the accreditation process by developing BP 3200, "Accreditation." The policy established that the Superintendent/President has the following responsibilities:

- To comply with the standards of the ACCJC.
- To comply with the process of the ACCJC.
- To provide information to the Board regarding approved accrediting organizations.
- To provide information to the Board regarding the status of accreditation.
- To involve the Board in all areas in which their participation is required.

The Board holds the Superintendent/President accountable for these five responsibilities. The Superintendent/President ensures that the Board receives updates on the most current status of the accreditation process during open session of Board meetings. The Board reviews and approves regular accreditation reports such as Institutional Self Evaluations, Midterm Reports, Follow-Up Reports (as required), and Substantive Change Proposals. These reports are created through the shared governance process at Taft College. In addition, the Board receives updates on actions taken by the ACCJC related to Taft College and its accreditation status. The Board also receives regular updates on any reports from the ACCJC related to SLOs, including the Taft College's Student Learning Outcomes Implementation Report submitted in fall of 2012. ([IVB.069](#)) ([IVB.070](#))

The Coordinator of IAR&P provides annual reports to the Board on student outcomes and the Student Success Scorecard. The Board and the GC regularly examine the recommendations of other important documents and plans related to institutional effectiveness including:

- Education Master Plan
- Facilities Master Plan
- Technology Master Plan
- Annual Program Review
- Annual Program Goals
- Strategic Action Plan

Board members participate appropriately in accreditation related activities including the development of the Institutional Self Evaluation Report. Board members participate in training opportunities through the CCLC and at conference sessions dedicated to accreditation topics. Through these activities, Board members understand the accreditation process, are committed to ongoing institutional evaluation and effectiveness, and are prepared to participate in the accreditation process.

Additionally, updates on accreditation are provided through web pages available to all members of the campus community. ([IVB.071](#))

Self Evaluation

Taft College meets this standard. The Board strives to be educated on the accreditation process, is committed to institutional effectiveness and ongoing self evaluation, and sets expectations for the entire institution and values the importance of meeting accreditation standards.

Regular updates by the Superintendent/President and the Board President who serves on the Standard IV Committee greatly aid the flow of information. In its 2013-2014 and 2014-2015 goals, the Board included goals relating to accreditation, engagement in the review of the Vision, Mission, and Values Statement, and oversight of the College's SAP. ([IVB.072](#))

Actionable Improvement Plan

None.

IVB1j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary

As described in Board Policy 2200 and various administrative procedures, the WKCCD BOT is responsible for the recruitment, employment, evaluation, and power/authority delegation to the District Superintendent/President." ([IVB.073](#))

Further, BP 2431 states, "In the case of a Superintendent/President vacancy, the Board shall establish a search process to fill the vacancy. The process shall be fair and open and comply with relevant regulations." ([IVB.074](#))

Since 2009, the WKCCD has experienced two transitions in CEO leadership. In June 2010, Superintendent/President William Duncan left the District to assume a presidency at another California Community College. The WKCCD BOT developed a process for selecting an interim CEO for a one-year period. Dr. Richard Giese was selected through that process and served as the Interim CEO from June 2011 through May 2012. During that period of time, the WKCCD BOT established a more comprehensive process for selecting a new, permanent CEO.

Under BP 2431, the WKCCD governing Board at its discretion may consider the use of an outside search firm to assist in the selection process for the Superintendent/President position. When selecting the interim CEO in 2010, the Board reviewed the qualifications of two outside search firms and selected Professional Personnel Leasing, Inc. (PPL) for the search engagement. A small committee of the Board participated in interviewing candidates identified by the search firm and recommended to the full Board the hiring of Dr. Richard Giese as the Interim Superintendent/President. ([IVB.075](#))

PPL was also used to conduct a more comprehensive search for the permanent CEO. For this process, the Board established a broad Superintendent/President hiring committee that included faculty, classified staff, administrators, managers, and community representatives. Two members of the BOT participated in this group as well. The Board and the committee developed the search criteria and desired qualifications for the position. A detailed search timeline was prepared, and with the assistance of PPL the

committee developed screening criteria, first-level interview questions, and evaluation criteria for first-level candidates. ([IVB.076](#))

Following first-level interviews, three finalists were recommended to the BOT for further consideration. The process for final selection included a second interview with the Board as a whole, a community reception with structured feedback to the District by each attendee, and extensive reference checking by PPL. Through this process, Dr. Dena Maloney was selected as the permanent Superintendent/President in May 2012. ([IVB.077](#)) ([IVB.078](#))

BP 2435 established that the Board shall conduct an evaluation of the Superintendent/President at least annually. Such evaluation shall comply with any requirements set forth in the contract of employment of the Superintendent/President as well as the requirement established by BP 2435. The criteria for evaluation are based on Board Policy, the Superintendent/President job description and employment contract, and performance goals developed in accordance with BP 2430. The Board evaluates the Superintendent/President using an evaluation process developed and jointly agreed to by the Board and the Superintendent/President.

Since 2009, the Board has used a consistent process for evaluating the WKCCD Superintendent/President. The process begins with the Superintendent/President providing each Board member with a self evaluation of the performance of the duties outlined in the job description for the position, the duties and responsibilities included in the Superintendent/President's contract, and the goals agreed upon for the performance year under evaluation.

Each Board member also individually evaluates the Superintendent/President's performance against goals. The Board President collects

each Board member's evaluation scores and then averages them to form an overall performance rating for each goal. Individual comments by Board members are also reflected in the final evaluation document. Every third year, the Board has established a process for gathering evaluation data from leaders in the community. ([IVB.078](#))

The Board conducts the formal evaluation of the Superintendent/President in closed session on an annual basis. ([IVB.079](#))

The WKCCD Board entrusts the Superintendent/President with full responsibility for the implementation and administration of Board policies. The power and authority of the Superintendent/President are detailed within several of those Board policies. For example, BP 2430 states that the Superintendent/President is granted full executive responsibility and authority to implement and administer the policies adopted by the Board and is empowered to reasonably interpret Board Policy. BP 6100 outlines the delegation of the authority to supervise the general business procedures of the District to the Superintendent/President. ([IVB.080](#)) ([IVB.081](#))

The Superintendent/President's employment contract further emphasizes the delegation of authority by the Board. Specifically, the employment contract states the Superintendent/President shall have primary responsibility for executing all Board policies and "the Board delegates to Superintendent/President the power to make decisions concerning internal operations of the District." In concert with collegial consultation and participatory governance, the Board expects the Superintendent/President to ensure that appropriate members of the College have the opportunity to provide input in developing recommendations to the Board for policy and APs. ([IVB.082](#))

The Board sets clear expectations for regular reports from the Superintendent/President on institutional performance through Board Policy and AP, along with the Superintendent/President's job description and annual evaluation. There is regular and consistent communication between the Board and the Superintendent/President.

Governing Board members receive information from the Superintendent/President on a regular basis in written updates, scheduled Board workshops, and formal reports and updates during governing Board meetings. Additionally, reports to the Board are made during several annual workshops and special meetings, including:

- Annual Board Evaluation and Goal-Setting Workshop that include progress reports on critical indicators of success.
- Workshops and Board Study Sessions that provide fiscal updates to the Board regarding both the tentative and adopted budgets.
- Legislative Workshops that provide updates on potential or new legislation of interest to the District.
- Special workshops as needed to update the Board on policy matters and strategic issues facing the District.

The Board clearly understands and supports through its actions the separation of roles between the Board as the policy setting body and the Superintendent/President as the CEO of the District. In recent years, the Board has affirmed its commitment to remain focused at the policy level by refraining from participating in College committees. Board training and conference opportunities have underscored the role of the trustees and the importance of leading at the policy level. ([IVB.083](#))

Self Evaluation

Taft College meets this standard. The WKCCD BOT has clear policies in place regarding the selection of the Superintendent/President and the delegation of authority to the Superintendent/President. The BOT has developed and used a consistent process for selecting a Superintendent/President when a vacancy occurs, as demonstrated twice since 2010. The Board has developed language in the CEO employment contract that establishes accountability and reflects the delegation of authority by the Board to the Superintendent/President.

The Board has a well-established process for evaluating the performance of the Superintendent/President. The Board recognizes its role in providing leadership at the policy level while holding the Superintendent/President accountable for the implementation of Board policies as well as the general operation and fiscal stability of the District.

Actionable Improvement Plan

None.

IVB2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

IVB2a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary

The Superintendent/President of the WKCCD plans, oversees, and evaluates the administrative structure of the institution, with size and complexity in mind, to maintain alignment with its mission, purposes, and activities. As established in BP 2430, the BOT delegates to the Superintendent/President the executive responsibility of administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. Further, BP 2430 established that the Superintendent/President may delegate any powers and duties entrusted to him/her by the Board, but will be specifically responsible to the Board for the execution of such delegated powers and duties. ([IVB.084](#))

The Superintendent/President directly oversees and evaluates members of the Superintendent/President's Cabinet that includes the Vice President of Instruction, Vice President of Student Services, and Executive Vice President of Administrative Services. These are educational administrative positions as defined in the Education Code and stated in BP 7250. The District's administrative structure also includes two additional educational administrators within the Instruction Division: the Dean of Instruction – Grants, who oversees grant projects funded through the United States Department of Education, and the Director of Dental Hygiene, who oversees the Dental Hygiene Instructional Program.

The administrative structure includes five classified managers at the director level who are responsible for IT, Human Resources (HR), Fiscal Services, Admissions and Records, and the Transition to Independent Living (TIL) Program, respectively. Classified managers and supervisors are described in BP 7260. Other classified managers and supervisors comprise the rest of the administrative structure. ([IVB.085](#)) ([IVB.086](#)) ([IVB.087](#))

The Superintendent/President chairs weekly meetings with the Cabinet (Vice President of Instruction, Vice President of Student Services, and Executive Vice President of Administrative Services/CFO). These meetings provide the opportunity to discuss information across the District relative to the College's mission and vision. Cabinet meeting agendas and meeting minutes are confidential and not available to the campus community. The Superintendent/President also holds weekly individual meetings with each member of the Cabinet to review progress made toward goals, discuss strategic issues, and share information regarding statewide developments affecting the College.

The classified managers and supervisors, along with the members of the Cabinet, meet on a quarterly basis to share information, discuss short and long-term plans and campus developments. The Superintendent/President leads these quarterly meetings. ([IVB.088](#))

The Superintendent/President also directly supervises the Coordinator of IAR&P; the Director of IT; the Director of HR; and the Executive Director of the Taft College Foundation. The Superintendent/President meets with each individually on a weekly basis to provide guidance and share information relative to each unit's support of the College's mission.

Educational administrators, classified managers, and supervisors set annual goals reflective of Taft College's SAP and the mission of the College. These goals are formulated in collaboration with the supervising administrator. Goals are evaluated as part of the classified management and educational administrators' annual review process that consists of a written self evaluation and face-to-face discussion between the manager and the supervising administrator. Through this process, the Superintendent/President has created accountability for the performance of the College's management team while establishing clear and appropriate controls

for the delegation of responsibility to members of the Cabinet. ([IVB.089](#))

With the appropriate supervising administrator, the Superintendent/President participates in the selection process for full-time faculty positions and senior administrative positions by conducting final interviews of candidates forwarded by selection committees. ([IVB.090](#))

The Superintendent/President is co-chair of the GC, the primary participatory governance committee of Taft College. In collaboration with the President of the Academic Senate, the Superintendent/President develops the agenda for the twice-monthly meetings of the GC and coordinates the planning of the annual GC Retreat. The Superintendent/President is also the College's lead negotiator for both classified and faculty bargaining and chairs the College's Health Benefit Committee. ([IVB.091](#))

Self Evaluation

Taft College meets this standard. The Superintendent/President takes responsibility for the planning, oversight, and evaluation of the College's administrative structure and ensures it is reflective of and appropriate to the College's size, purpose, and complexity.

The Superintendent/President and the Cabinet work to ensure that critical functions are carried out in a manner consistent with the mission of Taft College. One of the Superintendent/President's annual goals is to "Continue to evaluate the organization of the College; implement organizational changes including hiring replacements; re-designate positions/functions as appropriate; and build the capacity for flexibility and responsiveness." To achieve this goal, the administrative needs of the College are evaluated on a

regular basis and recommendations for restructuring duties or reorganizing functions have been made through this process.

The Superintendent/President supports participatory governance and works with the GC to develop recommendations on institutional goals, establish the strategic plans, and set priorities. The GC consists of faculty, classified staff, administrators, and students who represent their respective constituent groups in creating recommendations on institutional processes, planning, budget, and the allocation of resources to meet institutional priorities and realize the mission of Taft College.

The Superintendent/President delegates authority and responsibility to administrators based on established job descriptions. All administrators are held accountable for their results and are evaluated annually to provide feedback and establish continual performance improvement.

Actionable Improvement Plan

None.

IVB2b. The president guides institutional improvement of the teaching and learning environment by the following:

- *establishing a collegial process that sets values, goals, and priorities;*
- *ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;*
- *ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and*
- *establishing procedures to evaluate overall*

institutional planning and implementation efforts.

Descriptive Summary

- *Establishing a collegial process that sets values, goals and priorities:*

The Superintendent/President guides the process that sets values, goals, and priorities. The nine values of Taft College include the primacy of student success, which is the framework for dialogue within the College on goals and priorities. As co-chairs of the GC, the Superintendent/President and the President of the Academic Senate use the interaction method of meeting leadership that is based on collegiality, mutual respect, and consensus development. This method has been used at Taft College since 2001, with refresher training offered on a routine basis so that the practice has been institutionalized and firmly embedded in the College culture.

[\(IVB.092\)](#) [\(IVB.093\)](#)

BP 3250 established that the Superintendent/President shall “ensure that the College has and implements a broad-based comprehensive systematic and integrated system of planning that involves appropriate segments of the College community and is supported by institutional effectiveness research.” The GC is the primary collegial consultation committee at Taft College and has three primary focuses:

- *Review and approve* recommendations from its six committees relating to planning, budget, student success, access, information technology, and campus safety.
- *Assist* in the development of the overall vision, mission, values, and long-term goals of the College in conjunction with the BOT.

- *Lead* the development of the Mission Statement and SAP by collaborating with the Strategic Planning Committee and BC in developing long-range plans for the College.

The GC charter was developed in 2011-2012 and is reviewed annually. The charters for the GC and related committees call for an evaluation of their effectiveness annually. In 2012-2013, 94 percent of the GC indicated that the Superintendent/President and the President of the Academic Senate “effectively co-chair the Governance Council.”

The Superintendent/President has guided the GC in establishing priorities through the development of an EMP, a Technology Master Plan, an FMP, annual program reviews, the SLO Proficiency Report, and other important planning documents.

The Superintendent/President works to support a collegial college culture that sets values, goals, and priorities, including establishing faculty and classified appreciation weeks, creating college service recognition events, and holding All College Meetings to share updates and field questions. The Superintendent/President disseminated monthly campus newsletters highlighting campus accomplishments and developments, hosted open office hours for drop-in visits to share ideas, and created an Annual Report to the Community that details important facts about Taft College and its goals. These strategies are designed to support a collegial process based on mutual respect and open communication. [\(IVB.094\)](#) [\(IVB.095\)](#) [\(IVB.096\)](#)

- *Ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions*

The Superintendent/President ensures institutional evaluation and planning is guided by external and internal data produced by the

Taft College IAR&P Office. The 2014-2024 EMP was developed from research on internal and external conditions and forms the foundation for all planning efforts at the College. The linkages between the various plans are clearly identified in the integrated planning model in place at Taft College. All plans reflect data from the Taft College IAR&P Office.

The SAP produced in 2014-2015 connects educational planning and the achievement of SLOs. Student achievement data are regularly reviewed at the Board level and within operational units at Taft College. These data are widely discussed in a variety of settings. The establishment of the Student Access Committee (focused on enrollment management) and the Student Success Committee (focused on student success) is evidence of the importance of planning based on high quality research and data. ([IVB.098](#)) ([IVB.099](#))

The Superintendent/President provides administrative oversight to the IAR&P Office and meets weekly with the coordinator to review research projects, analyze institutional performance, and discuss the College's research and planning agenda.

- *Assuring educational planning is integrated with resource planning and distribution to achieve Student Learning Outcomes*

At Taft College, educational planning is integrated with resource planning and the distribution of resources to support student learning through the College's integrated planning model. The annual program reviews, which are linked to strategic goals, student achievement data, and the EMP, are the primary vehicles for linking SLOs to resource allocation requests. The annual program review process includes an analysis of internal data on student achievement. Goals are established within the program review to support student achievement and positive outcomes for students. These goals and resource requests are ranked by the Division Chairs

and the supervising administrator before being ranked by the following college entities:

- Budget augmentation faculty positions: Academic Senate
- Budget augmentation classified positions: Classified Staffing Committee
- Budget augmentation – non personnel: Governance Council

The Superintendent/President reviews the ranking from the Division Chairs and Vice Presidents along with the recommendations of the Academic Senate, Classified Staffing Committee, and the GC, respectively. The Superintendent/President then makes recommendations on personnel hiring to the BOT. Nonpersonnel requests that can be funded are included in the budget for the following year. ([IVB.100](#))

- *Establishing procedures to evaluate overall institutional planning and implementation efforts*

The Superintendent/President ensures that established procedures for evaluation of overall institutional planning are in place and used effectively. The Taft College integrated planning model reflects the extent to which the College evaluates its planning processes to ensure continuous improvement. The GC conducts an annual evaluation of its effectiveness, which leads to widespread dialogue about the outcomes of the annual evaluation and informs changes made to the process for the subsequent year. In addition, the College conducts an annual campus wide survey of institutional effectiveness of various administrative units including the Office of the Superintendent/President, IT, and IAR&P. These data are used to promote positive changes to enhance planning and operational effectiveness. ([IVB.101](#))

Self Evaluation

The Superintendent/President guides the process that sets institutional values, goals, and priorities. Seventy-nine percent of the respondents to the 2013-2014 Institutional Effectiveness Survey agreed or strongly agreed with the statement that the Superintendent/President communicated the institutional values, goals, and the future direction of Taft College. Nearly 76 percent of the respondents agreed or strongly agreed that the Superintendent/President facilitated a positive campus climate based on the values of Taft College. ([IVB.102](#))

Integral to the value of collegial consultation, the co-chairs of the GC rely on evaluation data to improve the effectiveness of the GC in “encouraging participation of all members of the College community in the College governance process” and “ensuring a flow of communication and the sharing of information within the Governance Council and among all segments of the College community.” ([IVB.103](#))

Reflective of its goal to “identify governance subcommittees and task force committees to report to the Governance Council as needed,” in 2013-2014 the GC created three additional committees:

- Safety Committee
- Access Committee
- Student Success Committee

The GC designated a member of the Council to lead the development of a proposed charter and membership in each committee. The GC engaged in dialogue about the proposed charters and reached consensus on the committees prior to the end of the spring 2014 term. These committees will be helpful in

carrying out the GC’s role in long-term planning for Taft College. ([IVB.104](#))

The Superintendent/President ensures that evaluation and planning rely on high quality research and analysis on external and internal conditions. The 2013-2014 Institutional Effectiveness Survey respondents agreed or strongly agreed that the IAR&P Office:

- Provided assistance with interpretation of data (75.5 percent)
- Facilitated the Program Review Process (86.7 percent)
- Provided accurate data (66.7 percent)
- Provided timely data (80.9 percent)

As a result of the data collected in the 2013-2014 Institutional Effectiveness Survey, the IAR&P Office changed its data collection and reporting process to require all data requesters to sign off on the accuracy of the data they receive. ([IVB.105](#))

The Superintendent/President is responsible for promoting institutional planning that integrates planning and the allocation of resources to promote student success. In 2012, the Superintendent/President, along with the President of the Academic Senate, guided the GC in refining the process used to evaluate and prioritize the resource requests originating in the College’s annual program reviews. The GC engaged in extensive dialogue to create a process that served the needs of the campus community in establishing clear linkages between planning and resource allocation recommendations. In the 2013-2014 Institutional Effectiveness Survey, 80.3 percent of the respondents agreed or strongly agreed with the statement that the Superintendent/President promoted institutional planning that integrated planning and the allocation of resources to promote student success. ([IVB.106](#)) ([IVB.107](#))

Further, the GC invested time in 2013-2014 to evaluate Taft College's integrated planning model. There was lively debate about the current model and how well it integrated all aspects of planning and linked data to the planning process. While the GC agreed that the current model effectively linked planning to the allocation of resources, there was a desire to strongly link student outcome data to the planning model. Thus, a new integrated planning model was developed and incorporated into the College's 2014-2024 EMP. This model provides the framework for planning in the future. ([IVB.108](#))

To ensure that institutional processes are evaluated for effectiveness, the GC engages in a systematic and regular review of institutional effectiveness. The charters and related information regarding College committees emphasize the need for ongoing and regular evaluation.

In 2014-2015, the GC recognized that its committees were not conducting annual reviews of their effectiveness. Action was taken to implement this practice in spring 2015. There is a broad and deep commitment within Taft College culture to engage in regular evaluation, dialogue, and continuous improvement to promote institutional effectiveness.

Actionable Improvement Plan

Fully implement annual evaluation of all governance committees.

IVB2c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary

Board Policy 2430 established the responsibility of the Superintendent/President to administer the policies adopted by the Board and to interpret Board Policy. The policy further states that the Superintendent/President is responsible for ensuring that Taft College complies with all relevant laws and regulations. In addition, the Superintendent/President represents the administration in the governance structure of the College. ([IVB.109](#))

The Superintendent/President is actively involved in the development and regular review of Taft College's Vision, Mission, and Values statement. The Vision, Mission, and Values Statement is the foundation for all planning and anchors institutional practices and policies in the College's values and philosophy.

The Superintendent/President oversees the development of planning documents including the EMP, the SAP, the FMP, the Technology Master Plan, the Student Equity Plan (SEP), and all other college-level planning documents. The planning processes incorporate the collective input from all constituents via the GC and other college wide committees. This helps to ensure that there is dialogue across the institution regarding institutional policies and practices that are consistent with the College's mission and policies. ([IVB.120](#))

Self Evaluation

Taft College meets this standard. The Superintendent/President meets regularly with stakeholders across the institution to ensure that institutional policies and practices are consistent with the mission of Taft College.

Taft College subscribes to the CCLC's Policy and Procedure Service that provides recommended updates to existing policies as well as new policies to reflect new legislation and regulations. The College also subscribes to the Barclays regulation publication that provides updated changes to Title 5 regulations. The Superintendent/President uses both resources to recommend new and updated policies to the BOT. Changes to policies are reviewed by the appropriate campus committees to ensure stakeholders have the opportunity to participate in the development of policy. This participatory process provides the framework for dialogue about policies and practices that reflect the institutional values and mission of the College.

Actionable Improvement Plan

None.

IVB2d. The president effectively controls budget and expenditures.

Descriptive Summary

BP 6100 established that the BOT delegates to the Superintendent/President the authority to supervise the business procedures of Taft College to assure proper administration of the budget, as well as auditing and accounting of funds. BP 6100 further established that all College transactions must comply with applicable laws and regulations and with the CCC Budget and Accounting Manual (BAM). This policy states that the Superintendent/President shall make appropriate periodic reports to the Board and keep the Board fully advised regarding the financial status of the College.

AP 6100 states that the Superintendent/President may delegate authority to the Executive Vice President of Administrative Services

to supervise budget preparation and management as well as oversee fiscal management of Taft College. The Superintendent/President is responsible and accountable for the overall fiscal status of the College. ([IVB.111](#))

Taft College prepares its annual budget in accordance with the budget development calendar that is reviewed by the BOT on an annual basis. Budgets are developed based on program review data, reflecting resource allocation requests using the College's integrated planning model as a framework for resource decision making. ([IVB.112](#))

The GC is responsible for reviewing resource requests embedded in program reviews and provides a ranked list of funding recommendations to the Superintendent/President. The Academic Senate ranks and prioritizes requests for new faculty positions identified in the program reviews, and the Classified Staffing Committee ranks and prioritizes requests for new classified positions. These recommendations are forwarded to the Superintendent/President for consideration as the budget is developed.

The BC of the GC plays a role in further analyzing resource requests and provides, for each request, a recommendation for funding sources such as grants, external funding, or College funding. ([IVB.113](#))

The BOT approves Taft College's tentative and final budget no later than June 30th and September 30th, respectively, each year. Once the budget has been approved, the Superintendent/President ensures that each vice president and budget manager is held accountable for managing their budget responsibly. Budget reports are generated on a monthly basis and reviewed by the budget

manager so that trends can be identified and adjustments can be made as needed.

Throughout the fiscal year, the BC meets monthly to review trends and discuss developments that may affect the budget in the following year. The BC provides regular reports to the GC and members of the GC are expected to share the information with their respective groups.

GC and BC meeting agendas and minutes are posted to the campus intranet to ensure access to budget information. In addition, the Superintendent/President schedules an Opening Welcome Breakfast each fall and the All Campus Meeting each spring, at which time the Executive Vice President of Administrative Services provides a budget presentation. ([IVB.114](#))

The Superintendent/President ensures the Board is provided regular budget updates at each Board meeting. The Board reviews the quarterly and annual 311 reports. In addition, the Board has an annual Budget Workshop in September to review the recommended adopted budget. ([IVB.115](#))

Self Evaluation

Taft College meets this standard. The College has maintained fiscal stability through effective budget development and planning, and strong management of expenditures in accordance with College policy and institutional priorities.

The Board has established an expectation that Taft College will maintain a 12 percent reserve, far exceeding the state requirement for a five percent reserve. Working collaboratively with all stakeholders, the Superintendent/President has guided the College

in a conservative direction on fiscal matters that have supported achieving a high level of reserve per the Board's direction. ([IV.B.116](#)) Through the GC and the BC, the Superintendent/President is directly involved in the development of the budget. The Superintendent/President is accountable to the Board for operating within the allocated budget and meeting important fiscal goals. Independent auditing firms are engaged annually to provide an audit of Taft College as well as its Measure A General Obligation Bond. The Superintendent/President ensures that the Board reviews the findings of each audit and that a SAP is developed and executed to address any findings. ([IVB.117](#))

In a 2014 Institutional Effectiveness Survey, 80.3 percent of campus respondents either agreed or strongly agreed that the "Superintendent/President promotes institutional planning that integrates planning and the allocation of resources to promote student success." Seventy-five percent of respondents indicated that the "Superintendent/President controls budget and expenditures." ([IVB.118](#))

Actionable Improvement Plan

None.

IVB2e. The president works and communicates effectively with the communities served by the institution.

Descriptive Summary

Taft College values mutually beneficial relationships with the community it serves. Communities served by the institution include the College community, alumni, parents, the community at large, partner institutions, other educational institutions, employers, government agencies, and residents within the College. To meet its

mission and advance the formation of beneficial community relationships, outreach is essential. The Superintendent/President is a visible representative of the Institution.

The Superintendent/President is a member of the Taft Rotary, the Taft District Chamber of Commerce, the Taft Soroptimist Club, and is a Board member of the Kern Economic Development Corporation. The Superintendent/President is also a member of the Central Valley Higher Education Consortium that includes senior-level administrators from private and public higher educational institutions throughout the San Joaquin Valley. The Superintendent/President also encourages and supports community outreach by members of the Taft College team. On a national level, the Superintendent/President is a member of the Executive Committee of the STEM Higher Education Council, a consortium of institutions of higher education with a focus on Science, Technology, Engineering, and Math (STEM) programs.

The Superintendent/President meets regularly with the superintendents of the Taft Union High School District and the Maricopa Unified School District. The Superintendent/President places a priority on building strong relationships to establish a systematic dialogue between institutions regarding curriculum alignment, assessment, and course articulation. In 2014 and 2015, the Superintendent/President worked with the superintendent from the Taft Union High School District to conduct a joint Board meeting between the two districts. This demonstrated to the community the two institutions shared commitment to work together to support student success at all levels. ([IVB.119](#))

The Superintendent/President has made presentations throughout the community and at service club luncheons. College staff members including faculty, administrators, and classified staff are members of the Kiwanis, Rotary, and Soroptimist Clubs. Taft College

is well represented at the Taft Chamber of Commerce weekly “Sit and Sip” coffee meetings.

The community’s perception of Taft College is an important component in advancing the College. The Superintendent/President believes that it is important to evaluate the progress of the College toward its goals and share that information with the community. Toward that end, in 2012 the Superintendent/President launched an annual Report to the Community that is distributed to community leaders, organizations, college employees, and is available on the College website. The Superintendent/President also produces a monthly Campus Update newsletter that is distributed to all employees and subscribers of the College’s Superintendent News listserv. ([IVB.120](#)) ([IV.B.121](#))

In 2014, the Superintendent/President authorized an Economic Impact Study that detailed the economic impact of Taft College throughout the region. This study helped expand awareness of the important role of the College in building the community in western Kern County. The results of the Economic Impact Study were shared at a public Board meeting and with business partners throughout the communities served by the College. ([IVB.122](#))

The Superintendent/President is a member of the Taft College Foundation Board that consists of 22 community, business, and College leaders with strong ties to the community. The Foundation plays a key role in advancing the College through its deep and wide ranging connections. The Foundation, along with the Taft College Art Gallery and the Taft College Athletics Program, hosts events on campus that draw the community in and builds relationships that support institutional priorities. ([IVB.123](#))

The Superintendent/President meets with staff representing elected officials at the county, state, and federal level to exchange information on issues that might affect Taft College. The

Superintendent/President also participates in legislative conferences and provides input on proposed legislation that is of interest to Taft College. ([IVB.124](#))

Self Evaluation

Taft College meets this standard. The Superintendent/President communicates extensively with the communities served by the College. The Superintendent/President is actively engaged in campus and community organizations and maintains a strong and influential presence as the leader of Taft College. In the 2014 Institutional Effectiveness Survey, 92 percent of the respondents agreed or strongly agreed that “the Superintendent/President provides timely information to keep Taft College staff informed of campus developments.” Eighty-six percent of respondents indicated that “the Superintendent/President communicates with the communities served by Taft College.” ([IVB.125](#))

Actionable Improvement Plan

None.

Evidence: Standard IV**Standard IVA**

- IVA.001 [Mission, Vision and Values Statement](#)
- IVA.002 [Governance Council Minutes – Approval of Mission Statement](#)
- IVA.003 [Strategic Planning Committee Minutes – Recommendations of the Mission](#)
- IVA.004 [Governance Guide Page 10](#)
- IVA.005 [Governance Council charter – Governance Guide Page 34](#)
- IVA.006 [Governance Council Minutes – Evaluation – August 29, 2014 Page 2](#)
- IVA.007 [Governance Council Evaluation Questionnaire Spring 2014](#)
- IVA.008 [Governance Council Retreat 2014](#)
- IVA.009 [Governance Council Retreat Agenda 2014](#)
- IVA.010 [Governance Council Minutes 9/12/2014](#)
- IVA.011 [Annual Budget](#)
- IVA.012 [Classified Ranking Sheets](#)
- IVA.013 [Academic Senate Ranking Sheets](#)
- IVA.014 [Governance Council Minutes May 9, 2014](#)
- IVA.015 [Board Minutes June 2014](#)
- IVA.016 [Example Board Meeting Agenda](#)
- IVA.017 [Example Academic Senate Meeting Agenda and Minutes](#)
- IVA.018 [Example Division Chair Meeting Agenda and Minutes](#)
- IVA.019 Example faculty Association Minutes – Not posted publicly – Please see Diane Jones
- IVA.020 [Board Policy 3250](#)
- IVA.021 [Strategic Action Plan](#)
- IVA.022 [Governance Guide](#)
- IVA.023 [Board Meeting Minutes October 8, 2014 Page 7 – Governance Guide Task Force](#)
- IVA.024 [Governance Council Minutes – Governance Guide Informational Item](#)
- IVA.025 [Board Policy 2015](#)
- IVA.026 [Governance Guide Page 11 - Committee Tables](#)
- IVA.027 [Board Policy 2510](#)
- IVA.028 [Administrative Policy 2510](#)
- IVA.029 [Governance Council Evaluation Feedback](#)
- IVA.030 [Governance Guide Appendices – Committee Charters – Page 34](#)
- IVA.031 [Governance Council Minutes 8/30/13](#)
- IVA.032 [Academic Policies and Procedures Webpage](#)
- IVA.033 [Curriculum and General Education Committee Webpage](#)
- IVA.034 [Academic Development Committee Governance Guide Page 14](#)
- IVA.035 [Student Learning Outcomes Assessment Steering Committee – Governance Guide Page 14](#)
- IVA.036 [AB 1725](#)
- IVA.037 [Faculty Handbook or Contract \(TCFCBC\)](#)
- IVA.038 [Board Policy 2430](#)
- IVA.039 [CSEA Bargaining Agreement](#)
- IVA.040 [Board Meeting Board Minutes showing Attendees](#)
- IVA.041 [Curriculum and General Education Committee Charter](#)
- IVA.042 [Program Review “How to Guide”](#)
- IVA.043 [Faculty Handbook](#)
- IVA.044 [Curriculum and General Education Committee Membership List - Charter](#)
- IVA.045 [Academic Senate Minutes – February, March and April 2015](#)
- IVA.046 [Board Policy 2350](#)
- IVA.047 [Governance Council Minutes – November 11, 2014](#)
- IVA.048 [Board Minutes – January 2015](#)
- IVA.049 [Educational Master Plan Steering Committee Member List](#) Page 7
- IVA.050 [Educational Master Plan Steering Committee Memo](#)
- IVA.051 [Campus Update](#)
- IVA.052 [Quick Stats](#)
- IVA.053 [Report to the Community](#)
- IVA.054 [Welcome Breakfast – Inservice Schedule Page 6](#)
- IVA.055 [Public Information Committee Minutes](#)
- IVA.056 [Institutional Effectiveness Survey](#)
- IVA.057 [ACCJC Documents on Accreditation webpage](#)
- IVA.058 [Accreditation Mid-Term Report 2012](#)
- IVA.059 [Accreditation Annual Reports](#)
- IVA.060 [Link to Prop 39 on website](#)
- IVA.061 [Audit Report – Financial Aid Pages 54, 55 and 68](#)
- IVA.062 [First 5 Kern](#)
- IVA.063 [Reports from site visits to Children’s Center](#)
- IVA.064 [Link to Intranet](#) Username: tcwhatsup Password: Cougar

- IVA.065 [Governance Council Minutes - Retreat Planning](#)
- IVA.066 [Governance Council Retreat Evaluation](#)
- IVA.067 [Human Resources Report – Collaborative Brain Trust](#)
- IVA.068 [CCSSE Results](#)

Standard IVB

- IVB.001 [Board Policy 1100](#)
- IVB.002 [Board Policy 2010](#)
- IVB.003 [Board Policy 2100](#)
- IVB.004 [Board Policy 2015](#)
- IVB.005 [Board Policy 2200](#)
- IVB.006 [Board Policies Webpage](#)
- IVB.007 [Board Agenda/Minutes of Approval Board Travel to League Conferences](#)
- IVB.008 [Board Agendas Showing 2 readings for Board policies – May 13, 2015 Page 3](#)
- IVB.009 [Matrix of policy updates from CEO office](#)
- IVB.010 [Board Policy 2431](#)
- IVB.011 [Board Agenda – Contract w/PPL](#)
- IVB.012 [Board Agenda approval of Geise Contract](#)
- IVB.013 [Agenda Items approval Dena Maloney Contract](#)
- IVB.014 [Board Policy 2435](#)
- IVB.015 [Board Agenda – CEO Evaluation](#)
- IVB.016 [Community Survey Form](#)
- IVB.017 [Budget Workshop Audit session](#)
- IVB.018 [Board Retreat Agenda](#)
- IVB.019 [Ethics Workshop Agenda](#)
- IVB.020 [Board Policy 2710](#)
- IVB.021 [Form 700](#)
- IVB.022 [Evidence of Board Attendance at CCCT Conferences](#)
- IVB.023 [Board Policies 1200, 2510, 2200, 2410, 4020, 4025, 4030, 5050, 5110](#)
- IVB.024 [2011 Board Minutes Approval of Burt Peachy Consulting contract](#)
- IVB.025 [Board Approval of Mission statement](#)
- IVB.026 [January 2015 Board Meeting Minutes](#)
- IVB.027 [Program Review Form](#)
- IVB.028 [Program Goal Form](#)
- IVB.029 [Ranking Spreadsheets](#)
- IVB.030 [Board Policy 2510](#)
- IVB.031 [Administrative Policy 2510](#)
- IVB.032 [Governance Guide Page 10](#)
- IVB.033 [Sample Board Agenda – May 13, 2015 Page 6](#)
- IVB.034 [Board Policy 6200](#)
- IVB.035 [Board Policy 6250](#)
- IVB.036 [Board Policy 6300](#)
- IVB.038 [Board Policy 6100](#)
- IVB.039 [Approval for League Conferences – Board](#)
- IVB.040 [Board Agenda Minutes – approval of legal/fiscal contract](#)
- IVB.041 [Long Term Debt workshops agenda](#)
- IVB.042 [website- Measure A](#)
- IVB.043 [RBOA Meeting Agenda](#)
- IVB.044 [Long Term Debt Agenda](#)
- IVB.045 [311 Q Report](#)
- IVB.046 [Board Policies Manual Chapter 2](#)
- IVB.047 [Matrix of Board policy updates](#)
- IVB.048 [Governance Council Minutes – Bullying Policy](#)
- IVB.049 [Board Agendas for approval of bullying policy](#)
- IVB.050 [CCLC website](#)
- IVB.051 [Board Policy 2740](#)
- IVB.052 [Link to CCLC documents – Board handbook and intro to fiscal responsibilities](#)
- IVB.053 [Board Approval – Registration to CCLC Trustee Conference](#)
- IVB.054 [List of Special Presentations to the Board](#)
- IVB.055 [Board Policy 2100](#)
- IVB.056 [Board Agenda – Manny Campos Oath of Office, December 10, 2014 Page 2](#)
- IVB.057 [Workshop Agenda – Coalinga Conference](#)
- IVB.058 [Municipal Debt Workshop Agenda](#)
- IVB.059 [Agenda, Board Workshop on Accreditation May 2015](#)
- IVB.060 [Effective Trustee Registration](#)
- IVB.061 [Board Policy 2745](#)
- IVB.062 [Board Self Evaluation Form](#)
- IVB.063 [Annual Board Retreat Agenda](#)
- IVB.064 [Board Retreat Minutes](#)
- IVB.065 [Board Policy 2775](#)

- IVB.066 [Board Policy 2710](#)
- IVB.067 [Board Policy 2717](#)
- IVB.068 [Board Policy 2720](#)
- IVB.069 [Board Policy 3200](#)
- IVB.070 [Board Meeting Minutes on Accreditation](#)
- IVB.071 [Link to IAR&P Website](#)
- IVB.072 [Board Goals](#)
- IVB.073 [Board Policy 2200](#)
- IVB.074 [Board Policy 2431](#)
- IVB.075 [Board Agenda Approval Contract with PPL for Dick Giese](#)
- IVB.076 [Selection Committee and timeline for CEO search](#)
- IVB.077 [Community Reception Form](#)
- IVB.078 [Board Policy 2435](#)
- IVB.079 [Agenda item notes evaluation of Superintendent/President](#)
- IVB.080 [Board Policy 3430](#)
- IVB.081 [Board Policy 6100](#)
- IVB.082 [Superintendent/President Contract](#)
- IVB.083 [Annual Board Retreat Agenda](#)
- IVB.084 [Board Policy 2430](#)
- IVB.085 [Board Policy 7250](#)
- IVB.086 [Board Policy 7260](#)
- IVB.087 [Org Chart](#)
- IVB.088 [Management Group Quarterly Meeting Agenda](#)
- IVB.089 [Management Evaluation Form](#)
- IVB.090 [BP 7120](#)
- IVB.091 [Superintendent/President Job Description](#)
- IVB.092 [Governance Guide Page 4-5](#)
- IVB.093 [Contract with Steve Barber – June 2014 Board Meeting Page 218](#)
- IVB.094 [Staff Appreciation Weeks](#)
- IVB.095 [Campus Update](#)
- IVB.096 [Annual Report to the Community](#)
- IVB.097 [Educational Master Plan Page 16 – 64](#)
- IVB.098 [Strategic Action Plan](#)
- IVB.099 [Governance Guide page 39 – 41](#)
- IVB.100 [Ranking Spreadsheets](#)
- IVB.101 [Annual Institutional Effectiveness Survey](#)
- IVB.102 [Annual Institutional Effectiveness Survey Results](#)
- IVB.103 [Governance Guide Page 34](#)
- IVB.104 [Governance Council Minutes March 28, 2014](#)
- IVB.105 [IR Data Request Form](#)
- IVB.106 [Governance Council Minutes April 2013](#)
- IVB.107 [Institutional Effectiveness Survey Results Report](#)
- IVB.108 [Governance Council Minutes April 2014](#)
- IVB.109 [Board Policy 2430](#)
- IVB.110 [Educational Master Plan Page 6](#) and [Strategic Action Plan Page 3](#)
- IVB.111 [Board Policy 6100](#)
- IVB.112 [Budget Development Calendar](#)
- IVB.113 [Budget Committee Charter](#)
- IVB.114 [Welcome Breakfast Agenda](#)
- IVB.115 [Board Agenda Study Session](#)
- IVB.116 [Board Minutes – Budget Presentation](#)
- IVB.117 [Board Agenda Item/Minutes for Audit Report](#)
- IVB.118 [Institutional Effectiveness Results Report](#)
- IVB.119 [Taft College/TUHS Joint Board Meeting Agenda](#)
- IVB.120 [Report to the Community](#)
- IVB.121 [Campus Update](#)
- IVB.122 [Board Minutes – Economic Impact Report](#) Page 2
- IVB.123 [Foundation Website](#)
- IVB.124 [Legislative Conference Schedule](#)
- IVB.125 [Institutional Effectiveness Result Report](#)



A Dental Hygiene student acquires hands-on skills in Taft College's popular Dental Hygiene Program.



Postscript

Responses to Recommendations from the Most Recent Self Evaluation

In its 2009 Accreditation Site Visit, Taft College received five recommendations, reprinted in this section verbatim, with the College's responses to each of those recommendations. The five recommendations are titled as follows:

- Recommendation 1: Integrated Planning and Evaluation
- Recommendation 2: Program Review
- Recommendation 3: Student Learning Outcomes
- Recommendation 4: Ethics Policies
- Recommendation 5: Substantive Change

Recommendation 1: Integrated Planning and Evaluation

In order to comply with accreditation standards and to improve, the team recommends that the college complete its strategic plan and use it to guide educational, human resources, facilities, technology, and financial planning. Furthermore, the team recommends that the strategic planning process be used to guide college decision-making

and resource allocation. The team recommends that this integrated planning be regularly and systematically evaluated to determine its effectiveness. Finally, the team notes that completion of an educational master plan is an unresolved recommendation from 2003.

There have been several updates to the Educational Master Planning process and the Strategic Action Planning process since the 2012 Midterm Report. Starting in 2013, Taft College updated its Educational Master Plan (EMP) using comprehensive external and internal scan data presented and evaluated at a retreat in February 2014. A draft EMP was developed from feedback provided at the retreat. The draft EMP was presented to the community, along with the external and internal scan data and additional information from the college community was collected and incorporated into the document. The final version of the EMP was approved by the Board in June 2014.

Upon completion of its EMP, Taft College embarked on developing a new Strategic Action Plan (SAP) to prioritize goals and identify activities to move the College toward achieving those goals. The SAP was approved by the Board of Trustees (BOT) in January 2015. The process by which the SAP was developed is described completely in

the introduction of that document.

Evaluations of Taft College's Strategic Action Planning process and other planning processes indicated a lack of coordination of those processes. Consequently, the Strategic Planning Committee developed an Integrated Planning Model to coordinate separate planning processes by providing a six-year timeline of key events for each planning process. The planning processes in the Integrated Planning Model currently include:

- Educational Master Plan and Strategic Action Plan
- Annual Program Review and Planning Update
- Course SLO and Program SLO Assessment
- Resource Prioritization and Allocation
- Institutional SLO Development
- Curriculum Review
- Accreditation

The Integrated Planning Model was presented to and discussed by the Governance Council (GC) on several occasions.

The evaluation processes for the Educational Master Planning process and the Strategic Action Planning process consists of obtaining feedback from the College community via surveys undertaken specifically for those purposes. The results of the surveys are reviewed by the Strategic Planning Committee and recommendations for changes are brought to the GC for discussion and a vote. The evaluation process for the annual program review and planning process has remained unchanged since it was first implemented in fall 2010. Currently, there are two open-ended questions on the annual program review report form asking participants to identify strengths and weaknesses of the process. These comments are reviewed by the Strategic Planning Committee annually and recommendations for the strengthening of the process

are brought to the GC for discussion and a vote. In the most recent cycle of evaluation, the Strategic Planning Committee recommended that the annual program review and resource allocation cycle be shortened to reduce the time between the submission of program goals and the allocation of resources to one year instead of two years.

Recommendation 2: Program Review

In order to comply with accreditation standards and to improve, the team recommends that the college build on the last two years of revitalized program review and ensure that all programs in all areas of the campus are regularly and systematically reviewed. The team further recommends that program review be integrated into the college's planning process. The team also recommends that the college regularly and systematically evaluate program review to determine its effectiveness.

As described in the 2009 Self Evaluation Report and the 2012 Midterm Report, Taft College revamped its program review process to ensure that all programs are regularly and systematically reviewed. These reviews are used for program planning in a process that is fully integrated into the campus planning process and has a built-in evaluation component. As of the fall 2014 cycle of program review, Taft College is starting its fifth year of this revised annual program review process. Based on the results of these evaluations, the annual program review process has been revised each year to incorporate minor changes, but the overall core process has remained fundamentally the same, having been found to be useful and sustainable.

The current annual program review process incorporates traditional student achievement outcome data (traditional measures of

student success and achievement) along with Student Learning Outcome (SLO) data. Although this process has been found to be sustainable, the College is developing a revised annual process to increase the effectiveness of the annual process.

The Strategic Planning Committee has been developing revisions to the annual program review process for the purposes of (1) strengthening the link between the annual program review process and the mission of the College while maintaining the link between institutional planning and resource allocation; and (2) shortening the lag time between the programs' submission of their program goals with resource requests and the actual allocation of resources. It is felt that these two changes are necessary to help move the College forward in its increased focus on student success.

For a complete description of the annual program review process, the interested reader should review *The How-To Guide for Annual Program Review Reports and Annual Program Goal Forms 2014-2015*, which was distributed to the Campus community for use in program review at the start of the 2014-2015 academic year.

Recommendation 3: Student Learning Outcomes

The team recommends that the college build on recent efforts to reach a proficiency level in the development and assessment of student learning outcomes by 2012 and establish a timeline to do so. Specifically, the team recommends that the college:

- *Complete the development of student learning outcomes for all courses*
- *Develop student learning outcomes for all programs*

- *Develop and implement timelines for the continuous and regular assessment of all course, program and institutional learning outcomes*
- *Use those assessments as occasions for regular dialogue about improving learning at the college*
- *Ensure that faculty and others directly responsible for student progress toward achieving student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes*

(IIA.1.c) (IIA.2.a) (IIA.2.b) (IIA.2.f) (IIA.2.i) (IIA.3)

Since its 2012 Midterm Report where this recommendation was fully addressed, Taft College has continued to make progress on its implementation of SLOs and incorporation of SLOs into the campus culture. As of the time of this writing (May 2015), the status of each of the bulleted items in this recommendation is as follows:

- *Complete the development of student learning outcomes for all courses*

SLOs have been developed for most active on-campus and distance learning courses. Taft College has been deactivating courses that have not been offered in the last few years. Several of these courses did not have SLOs and were not assessed. Excluding the off-site Westside Energy Services Training and Education Center (WESTEC) one-day safety training courses, there are currently 442 active courses at Taft College and 89 percent have SLOs and associated rubrics entered into the eLumen SLO database. Two groups of courses are missing some of the course level SLOs. These include the Independent Living Skills (ILS), noncredit courses and the Industrial Health and Safety one-day courses as mentioned above.

- *Develop student learning outcomes for all programs*

All programs have program-level SLOs. There are 95 identified instructional programs. Program outcomes are outlined in the College catalog. Five identified noninstructional programs include counseling, support services, athletics, co-curricular, and student workers where student contact is such that SLOs are appropriate.

- *Develop and implement timelines for the continuous and regular assessment of all course, program and institutional learning outcomes*

Course-level SLOs are now assessed every semester. Because course-level SLOs are mapped to program-level SLOs, program-level SLOs are also assessed every semester. Institution-level SLOs were adopted in 2008. The Student Learning Outcomes Advisory and Steering Committee (SLOASC) is setting up a campus wide evaluation of the institutional SLOs for fall 2015. A timeline to assess and review those SLOs is shown in the Integrated Planning Timeline and given in the *Planning Guide* and EMP. At this time, all institution-level SLOs have been assessed or are scheduled to be assessed.

- *Use those assessments as occasions for regular dialogue about improving learning at the college*

Taft College's annual program review and planning process has a component within it exclusively for the inclusion and discussion of SLO assessments. To further facilitate the opportunity for dialogue, the College created "planning days" during the fall in-service where dialogue about the improvement in learning can take place primarily within departments but also within divisions. Cross-division dialogue takes place within in-service sessions and committee meetings between division chairs and the Academic

Senate on topics such as the curriculum, SLOs, and the SLOASC. Taft College has increased the number of individual student assessment from 8,772 in 2011-2012 to 16,841 in 2013-2014.

- *Ensure that faculty and others directly responsible for student progress toward achieving student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes*

Standard IIIA1c fully addresses this recommendation.

Recommendation 4: Ethics Policies

In order to comply with accreditation standards and to improve, the team recommends that the college develop ethics policies for all staff

As indicated in the 2012 Midterm Report, a campus wide Code of Ethics statement, approved by the Board at their meeting on July 14, 2011, is now Taft College Board Policy 3050. It is one policy with a general statement in the beginning applicable to all employees followed by a separate section for each classification: (1) faculty, (2) management, and (3) classified.

Recommendation 5: Substantive Change

The team recommends that the college file a substantive change proposal with the Accrediting Commission for Community and Junior Colleges (ACCJC) for programs where 50% or more of the courses are approved to be offered in a distance education mode. (IIA.1.b) (IVA.4)

This particular recommendation was met within two years after the 2009 site visit. Since then, Taft College has developed a more

systematic process for identifying and acting upon potential substantive changes. The newly developed process involves the use of a checklist for identifying potential substantive changes, a matrix for tracking the progress of proposals submitted to the Accrediting Commission, and the posting of information on the campus accreditation website, as described in Standard I of this report. In addition, the Curriculum Committee has been charged with identifying and reporting out potential substantive changes in regards to new courses.

Actionable Improvement Plans Summary

This section of Taft College's 2015 Accreditation Self Evaluation Report presents a summary of all of the Actionable Improvement Plans (AIP) identified in this report. Each AIP has a brief description of how it integrates into Taft College's Institution wide planning agenda, a timeline for implementation, and a list of the persons or committees responsible for implementing the AIP.

Standard I

The Standard I AIPs focus on increasing institutional effectiveness in various ways: improving the annual program review process by making it a true annual process with relevant indicators, strengthening the continuous improvement of student learning, and strengthening the implementation of the College's Strategic Action Planning process by developing a more accessible method of monitoring the SAP indicators.

- IA4: To improve, fully implement the one-year annual program review and planning cycle.
- IB1: To improve upon ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes, and implement the annual dialogue day focused on developing, implementing, and evaluating strategies to improve student learning.
- IB2: To strengthen the efforts to achieve the SAP goals and other goals associated with student access and success, continue to develop the interactive calendar on the College's Research website that allows easy monitoring of student access and success metrics.

- IB3: To improve, the SPC will redesign and recommend the annual program review and planning process to begin and end in a one-year cycle as opposed to the current 18-month cycle.

To improve, the SPC will revise the annual program review and planning data set and program review forms to include data and fields that are more strongly linked to the recently identified SAP goals of the College.

Standard II

As to be expected given the broadness of Standard II, the AIPs for this standard are quite varied. All of the plans directly or indirectly support student learning and achievement.

- IIA: Prepare a Substantive Change Proposal for the Auto Program and the Welding Program.
- 11A1c: Taft College has requested a resource team through the Institutional Effectiveness Partnership Initiative (IEPI) to fully integrate SLO assessment into institutional planning and decision making.
- IIA3a & IIA3b: While Taft College meets this standard, in the near future instructional scorecards and department/division dashboards for tracking student success after leaving the College, based on an instructional data mart, will be implemented in response to Senate Bill 1456. Furthermore, graduate success surveys will be implemented and made available on these dashboards.

Other work in progress includes collaboration with local California State University (CSU) partners ensuring alignment of General Education (GE) SLOs.

- IIA3c: Implement plans to administer the survey described earlier that has been developed to ensure assessment, and then close the loop for courses that have embedded affective SLOs to validate their treatment of these SLOs.
- IIA6b: Complete the process of formally discontinuing the Automotive Program.
- IIA6c: With the advent of the web the challenge is how to reliably maintain accuracy. To improve, Taft College is working to address this by integrating web updates into an IPM, as outlined in the College's EMP.
- IIB1: Taft College will continue to evaluate ways to provide the best services to students at sites throughout the District. The College will continue to improve the online orientation by developing additional video and module content and will continue to explore other platforms such as Comevo. An accurate and updated website, continual refinement of website navigation, along with branding guidelines and enhanced ADA website compliance and accessibility will also be beneficial for efficiency, consistency, and comparability of distance education student support services.
- IIB3c: Taft College will periodically review Student Services hours of operation and consider providing extended evening hours for students unable to visit during their normal hours.

Standard III

All of the AIPs for Standard III revolve around strengthening Taft College's Human Resources (HR) functions. Much of this work is already under way.

- IIIA1a: Review and evaluate the recommendations of the 2015 Human Resources Report and improve selection committee training. Complete the Equal Employment Opportunity Plan and submit it to the State Chancellor's Office.
- IIIA2: Taft College will complete the current HR/Staffing study and will consider its recommendations in future planning.
- IIIA6: Evaluate the recommendations in the 2015 HR/Staffing plan and implement new practices and other improvements where appropriate.

Standard IV

Taft College's AIP for Standard IV is to fully implement an annual evaluation process for all of the subcommittees that are nested under the GC. Work has already started on implementing this plan.

- IVB2b: To improve, Taft College should ensure that all subcommittees reporting to the GC are evaluated each year as indicated in their charters. The evaluations should include:
1. How well each subcommittee is meeting its charter.
 2. Whether each subcommittee's charter reflects the actions of the subcommittee.
 3. How each subcommittee met its goals for that year.

Feedback from these evaluations should be included in the subcommittee's processes to increase the effectiveness of the subcommittees in achieving their charters and meeting their goals.



It's going to be close! Taft College Cougars try to pick off the Porterville College runner at 1st base.

Acronyms Used in the Self Evaluation Report

All of the acronyms presented in this Report are listed in the following table along with the meaning of the acronym.

Acronym	Meaning
3CBG	California Community College Banner Group
AB	Assembly Bill
ACCJC	Accrediting Commission for Community and Junior Colleges
ACRL	Association of College & Research Libraries
ADA	American Dental Association
ADA	Americans with Disabilities Act
ADC	Academic Development Committee
AIP	Actionable Improvement Plan
ALA	American Library Association
AP	Addington Partnership
AP	Administrative Procedure
ARC	Annual Required Contribution
ARCC	Accountability Reporting for Community Colleges
ASB	Associated Student Body
ASF	Assignable Square Footage
ATD	Associate Transfer Degree
BAM	Budget and Accounting Manual
BC	Budget Committee
BOT	Board of Trustees
BP	Board Policy
BTC	Benefit Trust Company
C&GEC	Curriculum & General Education Committee
CalWORKs	California Work Opportunity and Responsibility to Kids
CARE	Cooperative Agencies Resource for Education
CBT	Collaborative Brain Trust
CCC	California Community Colleges
CCCCO	California Community College Chancellor's Office
CCLC	Community College League of California

Acronym	Meaning
CCLC	Community College Library Consortium
CCSSE	Community College Survey of Student Engagement
CCTV	Closed-Circuit Television
CEED	Computer, Engineering and Energy Degree
CELSA	Combined English Language Skills Assessment
CEO	Chief Executive Officer
CFO	Chief Financial Officer
C-ID	California Identification Number System
CIL	Center for Independent Living
CIP	Classification of Instructional Program
CISOA	Chief Information System Officers Association
CLA	California Library Association
CLEP	College-Level Examination System
COP	Certificate of Participation
COR	Course Outline of Record
CSEA	California School Employees Association
CSU	California State University
CTE	Career and Technical Education
CTO	Cougar Tracks Operation Committee
DL	Distance Learning
DLI	Distance Learning Institute
DSA	Division of the State Architect
DSP&S	Disabled Students Programs and Services
ECE	Early Childhood Education
EEO	Equal Employment Opportunity
EEOAC	Equal Employment Opportunity Advisory Committee
EMP	Educational Master Plan
EOPS/CARE	Extended Opportunities Programs and Services/Cooperative Agencies Resources for Education
ERP	Enterprise Resource Planning
ESL	English as a Second Language
Etudes	Easy to Use Distance Education Software
FCCC	Foundation for California Community Colleges
FERPA	Family Educational Rights and Privacy Act
FIG	Faculty Inquiry Groups

Acronym	Meaning
FMP	Facilities Master Plan
FON	Full-Time Faculty Obligation Number
FPPC	Fair Political Practices Commission
FTES	Full-Time Equivalent Students
GASB	Governmental Accounting Standards Board
GC	Governance Council
GE	General Education
GE SLO	General Education Student Learning Outcome
GED	General Education Development
GOLD	Guided Outcomes for Learning Development
HAZWOPER	Hazardous Waste Operations and Emergency Response
HSI	Hispanic Serving Institution
IAR&P	Institutional Assessment, Research and Planning
IEPI	Institutional Effectiveness Partnership Initiative
IEPRT	Institutional Effectiveness Partnership Resource Team
IGETC	Intersegmental General Education Transfer Curriculum
ILS	Integrated Library System
ILS	Independent Living Skills
IOC	Implementation Oversight Committee
IPM	Integrated Planning Model
ISLO	Institutional Student Learning Outcome
IT	Information Technology
ITC	Information Technology Committee
ITEC	Industrial Technology Educational Center
ITS	Information Technology Services Department
KCLL	Kern County Law Library
LC	Learning Center
LD	Learning Disabilities
LMS	Learning Management System
LLRC	Library Learning Resource Center
LSD	Learning Support Division
MAPP	Monitored Academic Probation Program
MIS	Management Information Systems
MOODLE	Modular Object-Oriented Dynamic Learning Environment

Acronym	Meaning
MOU	Memorandum of Understanding
OC	On-Campus
OPEB	Other Post-Employment Retirement Benefits
OSHA	Occupation Safety and Health Organization
PDC	Professional Development Center
PDC	Professional Development Committee
PPL	Professional Personnel Leasing, Inc.
PR	Program Review
PSLO	Program Student Learning Outcomes
PTK	Phi Theta Kappa
QFS	Quest For Success
RBOA	Retirement Board of Authority
RFP	Request for Proposal
SAC	Student Access Committee
SAP	Strategic Action Plan
SB	Senate Bill
SEP	Student Equity Plan
SI	Supplemental Instruction
SIA	Supplemental Instructional Assistant
SIG	Strata Information Group
SIP	Section Improvement Plan
SLO	Student Learning Outcome
SLOASC	Student Learning Outcomes Advisory and Steering Committee
SOP	Standard Occupational Classification
SPC	Strategic Planning Committee
SSI	Noel-Levitz Student Satisfaction Inventory
SSP	Student Success Plan
SSSP	Student Success and Support Program
STEM	Science, Technology, Engineering, and Mathematics
SWACC	Statewide Association of Community Colleges
TAG	Transfer Admission Guarantee
TAPT	Taft disAbilities Partnership Team
TCCCBC	Taft College Classified Collective Bargaining Committee
TCFCBC	Taft College Faculty Collective Bargaining Committee

Acronym	Meaning
TCI	Taft Correctional Institute
TCO	Total Cost of Ownership
TCSR	Taft College Service Requests
TIL	Transition to Independent Living
TMC	Transfer Model Curriculum
TOP	Taxonomy of Program
TPSID	Transition Programs for Students with Intellectual Disabilities in Post-Secondary Education
TRANS	Tax Revenue Anticipation Notes
TRIO	TRiO was given its name because it started as a group of just three programs; the name is not an acronym
UAAL	Unfunded Actuarial Accrued Liabilities
UC	University of California
VA	Veterans Assistance
VDI	Virtual Desktop Infrastructure
VoIP	Voice over Internet Protocol
WaLL	Writing and Language Lab
WESTEC	Westside Energy Services Training and Education Center
WKCCD	West Kern Community College District
WSCH	Weekly Student Contact Hours



Taft College Associated Student Body members attend an award ceremony.

Taft College

**Self Evaluation Report of Educational Quality and Institutional Effectiveness
in Support of Reaffirmation of Accreditation**

July 2015

